

PARTICIPATE: A PREPARATION COURSE FOR CANADIAN CITIZENSHIP

SECOND PILOT VERSION

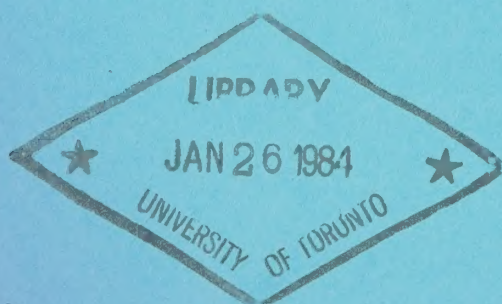


ONTARIO
MINISTRY OF
CITIZENSHIP
AND CULTURE

PARTICIPATE: A PREPARATION COURSE FOR CANADIAN CITIZENSHIP

SECOND PILOT VERSION

WRITER: MARY ELLEN BELFIORE
PROJECT COORDINATOR: JEAN HANDSCOMBE



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This publication is cost-shared by the Secretary of State under the terms of a federal-provincial agreement regarding citizenship and language training textbooks.

Further copies of these materials may be obtained from:

"Participate"
Newcomer Services Branch
Ministry of Citizenship & Culture
5th Floor
77 Bloor Street West
Toronto, Ontario M7A 2R9
(416) 965-1192

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Jean Handscombe - Project Co-ordinator

TEACHER'S GUIDE

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1945

THE JOURNAL OF THE
ROYAL ANTHROPOLOGICAL INSTITUTE

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INTRODUCTION TO THE COURSE

This Course has been designed in response to a need expressed by the participants of a Consultation re Citizenship Education convened by the Ontario Ministry of Citizenship and Culture in May 1982. It is also in response to the Ontario Ministry of Education's identification of Citizenship and Language Training as a priority area as noted in the document Continuing Education in the Schools, Colleges, and Universities of Ontario.

Objectives of the Course

This course is aimed at preparing the participants for their citizenship hearing and for lifelong participation in the Canadian system. Specifically, the course provides opportunities for the participants

- to learn more about Canada by building on their existing knowledge
- to develop language skills through tasks and activities related to citizenship
- to practise communicating their knowledge and coping in a testing situation
- to practise the skills required for active participation in the Canadian system.

Profile of the Participants

The course is designed for people who are beyond the basic level in English language learning at the beginning of the course. They should be capable of

- reading a simple newspaper story and identifying the important information
- initiating and responding to questions in informal conversations and discussions
- copying and writing short segments but not necessarily composing extended prose.

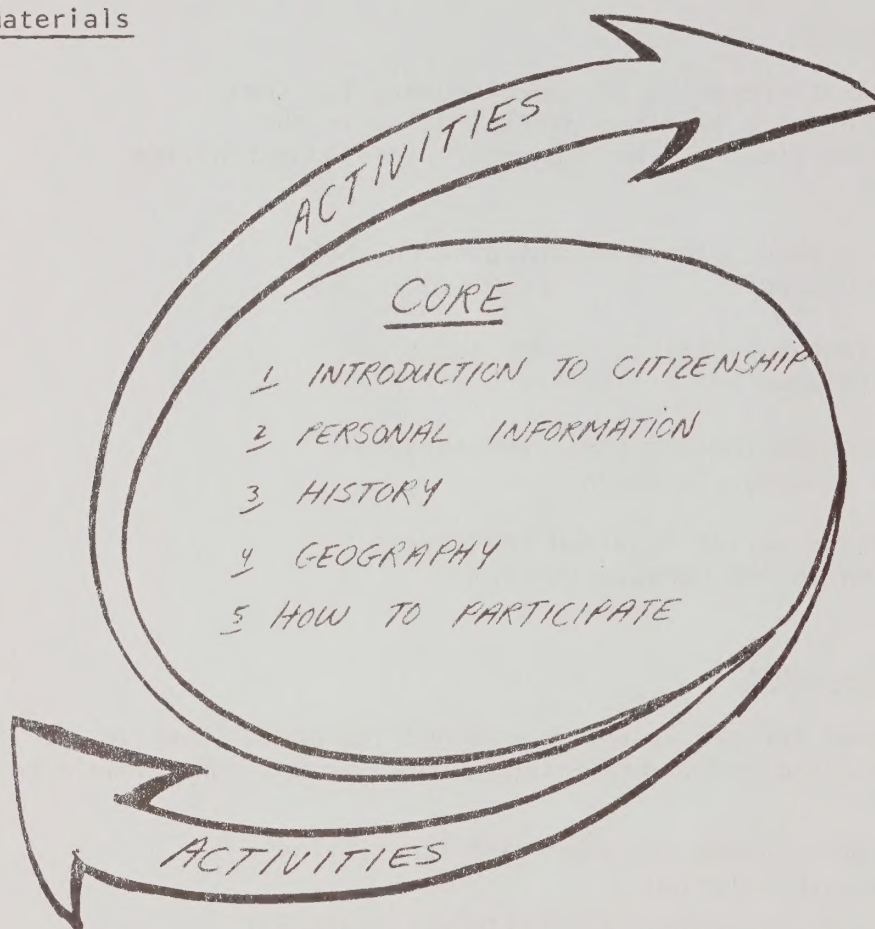
Alternative Models of Delivery

The course is designed to last approximately 30 hours although participants with greater knowledge and/or experience of living in Canada might complete the material more quickly than those with less.

Two possible models of delivery are described below:

- a course specifically advertised for citizenship preparation with 1 or 2 sessions per week for a total of 2-4 hours per week
- a component of an ongoing ESL program especially where a number of ESL classes are offered. The citizenship component would service people who want citizenship preparation for a part of their total class time.

The Materials



Colour-coding

Core: Teacher's guide - blue
Participants' worksheets - white

Contact Activities: Teacher's guide - grey
Participants' worksheets - white

The core component is based on and used in conjunction with the Secretary of State citizenship materials, *A Look at Canada and *The Canadian Citizen. Participants work through a series of tasks designed to help them identify important information in these

* These materials are presently under revision and the new versions expected in early 1984 will be used in the final revision of this course.

documents. Their ability to communicate that information can be assessed throughout the course by their performance in the tasks and by using the following built-in procedures:

- the self-assessment forms at the end of each unit
- the question cards to reinforce the content information in each unit and provide practice in a testing situation - about 5 minutes in every session in pairs or in small groups
- role plays of the hearing at the end of each unit (see page 21 for suggested formats).

The activities component of the course will bring the participants into contact with active, resourceful people in a variety of communities (social, political, artistic, etc.). To assist in the development of the contact activities the Teacher's Guide includes:

- suggestions for activities related to each unit (placed at the end of each unit)
- sample activities to help structure a contact activity (see pages 117-122)
- worksheets to prepare participants for various tasks such as making telephone calls, interviewing, monitoring language use, etc. (see pages 123-127)

During the field-testing of the first pilot version of this course, one citizenship class chose a contact activity aimed at investigating why summer ESL classes for children in the neighbourhood had been discontinued. After investigating the issue, they voiced their concerns through letters and phone calls and eventually succeeded in convincing the Board of Education to re-instate the classes. The end they managed to achieve boosted their confidence as well as proving to them that it is possible to make changes in the system.

As this sample illustrates, contact activities are generated by the specific interests, concerns or problems of the participants. Two or more contact activities are recommended during the course. To plan and develop them the following guidelines may be helpful:

- identify areas of interest during the small group work, in class discussions and when individual experiences are discussed. Pick up on topics of common interest and suggest a related activity. The earlier an activity is introduced the better the participants will experience the participatory nature of citizenship.
- provide a variety of tasks that naturally lead up to and follow from the main activity. Tasks should integrate reading, listening, speaking and writing and also provide a variety of formats-individual work, group work, whole class work. (see Sample Activities for details on structuring activities, pages 117-122)

- practise the language needed to perform the main activity and help develop strategies for coping with the unpredictable in interactions.
- follow-up includes work on language and content. The content information can be restructured and if possible either acted upon or passed on to another group or class. Language problems encountered in one contact activity can help shape the tasks for the next activity so that the follow-up from one activity becomes the preparation for the next.

Tasks and Group Work

The tasks provided in the core worksheets range from easy to more challenging. If there is great variety in the levels of competency in the class, different groups can be assigned to work on different tasks. Variety in levels as well as in interests can also be managed by using the optional worksheets which are more challenging and provide extensions of the basic information in the core units. For example, the role of the manufacturing industry in Canada's economy is optional study in the geography unit.

The tasks in the core component are often designed for a small group of three people. To ensure that the participants work with a variety of people and in a variety of roles vary the make-up of the groups in each class. After the task is explained to the groups, they can determine their own method of completing the tasks - working together on the whole task or working separately and then reviewing/checking with each other.

If you do not have much experience in group work centred around a series of tasks, then the detailed comments in the Teacher's Guide/notes will probably be useful in establishing class routines. If the approach and techniques are familiar then by all means improve on them.

Before the First Class

1. Assemble materials

- teacher's copy of the course materials includes:
 - teacher's guide including teacher's copy of worksheets (blue and grey)
 - evaluation forms (blue)
 - a separate set of participants' worksheets for reproduction (white)
 - copy of A Look at Canada, The Canadian Citizen, Newcomer News, July 1982
 - overhead projectuals

- question cards for the core units. Cut and arrange them according to units. (Unit 1 and 2 green, Unit 3 buff, Unit 4 salmon, Unit 5 yellow)
- decal and spine for the cover of your binder

A three-ring binder with pockets front and back is recommended for storing all these materials.

2. Reproduce worksheets for participants - (xerox or spirit duplicator)

- binders/duotangs/folders are useful for participants to keep their worksheets organized. Can your board or sponsoring agency provide them for the participants?
- if worksheets are to be placed in a binder, then 3-hole punch the sheets after duplication.

3. Read the entire course of materials with reference to The Canadian Citizen and A Look at Canada.

4. Obtain a class set of Secretary of State materials from your local Citizenship office. These offices are interested in establishing some links with citizenship classes to offer assistance by sending an officer to accept applications from the class or by providing a slide-tape show and discussion on the application process. Request the following materials:

Class set

- A LOOK AT CANADA
- THE CANADIAN CITIZEN
- HOW TO BECOME A CANADIAN CITIZEN

Teacher's Copy

- HOW TO BECOME A CANADIAN CITIZEN
- COURTS OF CANADIAN CITIZENSHIP
- DEALING WITH CITIZENSHIP INQUIRIES
- HOW TO PROVE YOU ARE A CANADIAN CITIZEN

If you live in Metro Toronto contact:

Canadian Citizenship Court
Manager/Assistant Manager
55 St. Clair Avenue, East
Toronto, Ontario
Telephone: (416) 966-5636

otherwise, contact your local Secretary of State Office,
Canadian Citizenship Court.

If your local office cannot supply adequate copies of the materials, contact:

Communications Branch
Secretary of State
Ottawa, Ontario
K1A 0M5
Telephone: (819) 997-0055

5. Obtain class set of Newcomer News, July 1, 1982, special Canada Day issue. Contact: Joan Freedman
Newcomer Services Branch
Ontario Welcome House
Ministry of Citizenship and Culture
454 University Avenue, 2nd floor
Toronto, Ontario M5G 1R6
Telephone: (416) 965-0829
6. Obtain a large map of the world.

COURSE EVALUATION

Since this is a second pilot version, the Ontario Ministry of Citizenship and Culture would welcome comments from both teachers and students who have used this Course. Such comments will be invaluable in making decisions re the content and format of the final version which, hopefully, will be published in 1984. Two evaluation forms are included on Pages 7-9, 113 for your use. Please send completed forms to

Sidney Pratt
Newcomer Services Branch
Ministry of Citizenship and Culture
77 Bloor Street West, 5th floor
Toronto, Ontario M7A 2R9
Telephone: (416) 965-1192

PARTICIPATE - Teacher's Evaluation Form

Class/teacher Profile

1. Citizenship class _____ ESL _____ Citizenship + ESL _____
2. Location _____
3. Sponsoring institution/agency _____
4. Number of participants _____
5. Class schedule: hours/class _____ classes/week _____
6. Hours spent using materials _____
7. Materials completed? If not, indicate percentage completed.

8. Language proficiency of participants _____
9. How was proficiency level determined? _____

10. Prior to this field-testing, were interaction tasks and group work common
in your classroom teaching? _____

Format:

- 1) Overall organization: your comments on the assembly, use and co-ordination
of the various parts (guide and worksheets, cards, overheads, etc.)

- 2) Teacher's instructions: (clear/unclear, too specific/not specific enough,
more information needed on certain topics, etc.)

Content:

- 1) Amount of material: manageable in 30 hours? If not, how did you choose
tasks?

- 2) Optional Worksheets: which ones were used and why (available time, various levels and interests in the class, etc.) _____

- 3) Contact activities:
- describe the activities: _____

- successful? why? _____

- were the suggested activities, sample activities and worksheets helpful?

- role and importance of the activities in your course _____

- 4) Language skills development: your comments on the integration of skills development (speaking, listening, reading) with specific content information.

- 5) Worksheets:
- average level of difficulty _____
- comments on specific worksheets:
 ● worked well _____
 ● didn't work _____
 ● very difficult _____
 ● other _____
- (6) Participants' involvement in and reaction to the course _____

- (7) Preparation time for class: did the materials reduce your preparation time? _____

Before the first class list your name and the names of the participants on Worksheet #1. Then hand out this worksheet to the participants to check off the names during the introductions.

Introduce yourself to the class and model the language the participants will use in their own introductions.

I'm _____

I live in _____

This task of identifying names and following directions will be your first opportunity to introduce the task orientation of the course and also to observe their abilities, strengths and weaknesses. Encourage participants to consult this worksheet whenever they need to recall names.

This would also be a good point to talk about the objectives of the course - preparation not only for the citizenship hearing but also for a life of activity in Canada. The knowledge of Canada that they may bring to the course is important since that will be the starting point of each Unit. By participating in this course it is hoped that they will begin to participate in building Canada.

Hand out Worksheet #2 for participants to complete individually. They may need some assistance in identifying and listing citizenship activities.

NOTES:

Meeting the Participants in the Course

- Introduce yourself to the class
- Check off (✓) the names of the other participants after they introduce themselves.

Surname/Family Name/ Last Name	Given Name/First Name	Mr./Mrs./Miss/Ms.

How do you say CITIZENSHIP in your Language?

- Find your language on the collage.
- Write CITIZENSHIP in your language if it is not here.

CÔNG DÂN
CİUDADANÍA
Гражданство
市民権
Cidadania
جنسية
ΣΙΝΓΣΙΚ
STAATSANGEHÖRIGKEIT
Cittadinanza
Гражданство
DIRZAVJANSVO
Cīzēnšīp
公民權
WARGA NEGARA
ΥΠΗΚΟΟΤΗΤΑ
υπηκοότητα
ALLAMPOLGÁRSAG
CETĀTENIE
kansalaisuus
ΥΠΗΚΟΟΤΗΤΑ
OBYWATELSTWO
citoyenneté
D B C A N S T V I

- Write three or four things you did as a citizen in your country of birth.

- Get ready to give your ideas to the whole class.

Hear from the participants as to what citizenship means to them in the context of their previous experience. Make a list of these ideas and activities on the board or on chart paper so that they are visible to everyone. If there is difficulty sparking the discussion even after they have had time to consider the question, then try some of the following:

- introduce the relationship of citizen to country by using the analogy of family member to whole family to focus on the responsibilities involved in the relationship.
- ask questions such as: How did citizens show they supported the government? How did citizens show they disagreed with the government?

The participants might make comparisons, test the limits of the term citizenship and want to hear your definition of the term. This discussion will help you determine their needs and interests in language and content. The language you use to ask opinions and encourage students to make comparisons will be the model for them. Model the following language:

Asking for Opinions

What do you think?
How about you?
Do you have any ideas about...?
What does citizenship mean to you?
Does citizenship mean something different to you?

Expressing Opinions

I think...(You think)...)
For me, citizenship means...
(For José, citizenship means...)

Making Comparisons

Citizenship is different in...
Citizenship is the same in...

To make sense of the data on the board you can generalize about active and passive interpretation of citizenship. Will these materials be confirming their ideas of citizenship or introducing new ideas? Perhaps a bit of both.

If possible, you might want to keep the list of ideas on permanent display so that the participants are encouraged to reflect on their past experience and how it coincides or diverges from their growing understanding of Canadian citizenship.

Worksheet #3 is the first small group activity. Indicate to the participants the following:

- the data for this task is the list of ideas on the blackboard
- the "ing" form of the verb is to be used
- their booklet, The Canadian Citizen, is used to correct their answers.

Circulate among the groups and give assistance only if necessary. Your role should be more of an observer than a participator. This first task will probably be difficult, just because it may be an unusual technique for most of the participants. Notice if the language you have modelled is being used - probably very little, if at all. What other language needs do you observe?

Once the participants have introduced themselves and begun to actively consider the role of a citizen, outline the components of the course:

CORE material
Cards for practice testing
Mini-hearings
Contact activities

You can refer to this list throughout the course to indicate to the participants what component they are working on, what their responsibilities are in each component and how the component contributes to the whole course in citizenship education.

Responsibilities and Privileges

- Use the ideas from the class discussion.
- Decide if each one is a responsibility or a privilege of a citizen.
- Write it under one of the columns below.
- Do you think some privileges are also responsibilities? If so, draw an arrow (→) from one column to another).

CITIZENSHIP

RESPONSIBILITIES

- obeying the law

PRIVILEGES

- having a passport



- Turn to pages 4 and 5 in The Canadian Citizen.
- Compare your list with the privileges and responsibilities given there. Did you think of more? Did you miss any?

The Citizenship Branch of Secretary of States assures each applicant total confidentiality in regard to the information on the application form. Before you begin work on this unit you should make it very clear that any participant who does not wish to give the information in either oral or written form is NOT obliged to do so.

Go over the application form as if you were an officer of the citizenship court assisting an applicant. Ask for a volunteer to be the applicant who will provide the information as you fill it in. A series of overheads have been provided for this purpose. Model language for asking for repetition, spelling and clarification.

Can you spell that?
How is that spelled?
Was that 'p' or 'b'?

Sorry I missed that.
Could you say that again?

Did you say 1975?
Was that 1975?

I don't understand what you mean.

Model question formation by asking the questions on Worksheet #1. The questions correspond to the numbered sections of the application form.

It is important that the participants be able to answer the questions on the form and talk about themselves and their families. Judges often spend the first five minutes of the interview questioning and commenting about the information on the form. It is on the basis of this interaction that decisions about competency in the language are often made.

You should also point out to the participants that the questions asked in this exercise are for bureaucratic purposes. They will be role playing in a situation which calls for a citizenship officer and an applicant so the use of bureaucratic language is appropriate. The judge may use this same type of language or perhaps operate on a more informal level. (The question cards for Units 1 and 2 use both styles, the bureaucratic and the more informal). Asking for personal information in a social situation requires different language again as illustrated in the following examples:

BUREAUCRATIC

What's your name?

How old are you?)

Are you married?)

Do you have children?)

What's your occupation?

SOCIAL

Hi! My name is _____.
(Listener usually gives name)

Usually not asked directly.

What do you do?

See if the participants are able to give the social equivalent for a bureaucratic question. The appropriate use of language in social situations may be more unfamiliar to them than the language they regularly encounter in bureaucratic settings.

Worksheets are used in small groups to fill out an application form for one person in the group. First divide the class into groups of three. The following instructions for this task can either be written on the board/chart paper, or given orally.

- Take responsibility for one task only (applicant interviewer, recorder).
- Fill in sections 1, 3 and 8 of the application form.
- Check over the completed form with the application when the task is finished.
- Fill in your own form at home.

Before they choose their roles you can demonstrate the procedure with one group and model the language needed.

Who's going to be the applicant?
ask the questions?
fill out the form?

I will (José will).

- or -

I'll be the applicant.
ask the questions.
fill out the form.

Who wants to be the applicant?
ask the questions?
fill out the form?

I do (José does)

- or -

I want to be the applicant.
ask the questions.
fill out the form.

Give the recorder of each group the application form. Worksheet #1 goes to the group member who will be asking the questions. At the end of the class hand out this worksheet to the other participants so that they can refer to them at home.

Hand out application forms to everyone to fill out at home. Check over the completed forms when they are returned to you. If there are consistent errors or common problems go over them with the whole class.

Unit 2: PERSONAL INFORMATION
Worksheet #1

Application Section:

QUESTIONS

#1

What's your surname (family or last name?)
Your given names (first name)
Where were you born?
What's your date of birth?
Male or Female?
Height? (How tall are you?)
Colour of eyes?
What's your address?
And postal code?
What's your telephone number and area code at
work?
At home?
What's your occupation?
What's your nationality?

#3

What's your marital status (Are you married,
single, divorced, separated, widowed?)
Are you married?
Where did you get married?
When did you get married?
Have you ever been married?
I'd like your husband's name or I'd like your
wife's maiden name.
What's his/her surname (family name)?
Given names (first name)
Where was he/she born?
What's his/her date of birth?
What name did he/she give to immigration?
When did he/she enter Canada?
Is he/she a Canadian citizen?
How did he/she get citizenship?
by natrualization?
by birth?
What is the name on his/her certificate?
What is the number of the certificate?
What is the date of the certificate?

#8

Have you applied for Canadian citizenship before?
When did you apply before?
Where did you apply?
Why are you applying again?

1. Surname - Nom de famille					Given name(s) - Prénom(s)				
Place and country of birth - Lieu et pays de naissance					Birth-date-de naissance D-J M Y-A		Sex - Sexe M <input type="checkbox"/> F <input type="checkbox"/>	Height-Taille cm	Colour of eyes - Couleur des yeux
Address in full (Postal Code) - Adresse au complet (Code postal)					Telephone No. - N° de téléphone Area - Région Business - Bureau Residence - Domicile				
					Occupation - Profession		Nationality - Nationalité		

3. Marital Status - Etat civil:			Place and country of marriage - Lieu et pays de mariage			Marriage-date-de mariage		
<input type="checkbox"/> Single <input type="checkbox"/> Célibataire			<input type="checkbox"/> Married <input type="checkbox"/> Marié(e)			<input type="checkbox"/> Widowed <input type="checkbox"/> Veuf(ve)		
<input type="checkbox"/> Divorced <input type="checkbox"/> Divorcé(e)			<input type="checkbox"/> Separated <input type="checkbox"/> Séparé(e)					
If ever married, give full particulars of spouse. If married more than once give full details of each marriage.								
Surname (Maiden name) - Nom de famille (Nom de jeune fille) Given Name(s) - Prénom(s)								
Si vous avez déjà été marié(e), veuillez donner les renseignements nécessaires au sujet de votre conjoint. Si vous êtes marié(e) plus d'une fois, veuillez donner les renseignements voulus concernant chaque conjoint.								

Place and country of birth - Lieu et pays de naissance			Birth-date-de naissance D-J M Y-A		Name on entry to Canada - Nom lors de l'entrée au Canada				Entry - date - de l'entrée D-J M Y-A	
Is your spouse a Canadian citizen? - Le conjoint est-il citoyen canadien?			Name on Certificate - Nom sur le certificat indiqué		Certificate No. - N° du certificat				Dated - Daté D-J M Y-A	
<input type="checkbox"/> No - Non			{ <input type="checkbox"/> By Naturalization Par naturalisation or/ou							
<input type="checkbox"/> Yes-Oui			{ <input type="checkbox"/> By Birth-De naissance							

8. Have you applied for Canadian citizenship before?			Avez-vous déjà présenté une demande de citoyenneté canadienne?						
<input type="checkbox"/> No - Non			<input type="checkbox"/> Yes - Oui			Give details of the date, place and disposition of the previous application. Veuillez indiquer la date et le lieu de la présentation de la demande ainsi que la suite donnée à celle-ci.			

Hand out Worksheet #2, the Self-Assessment form for Units 1 & 2.
Note the areas of weakness and provide suitable support work
in subsequent classes.

Role play a mini-hearing using only the information the participants
have worked on in these two units.

Suggested Procedures:

- Play the role of judge yourself so that you
can introduce the language maneuvers mentioned below. The
whole class takes part in the hearing some as
speakers and some as observers. Give the observers
one or two language items to listen for during the
questioning. Or you can have everyone participate
in answering the questions.
- Better...if possible, ask two or three native
speakers of English to visit the class for this
role play. Then stage the mini-hearings in small
groups with the native speakers as judges.
- Tape record the whole class mini-hearing or as many
of the group hearings as possible. Review the tapes
according to the suggested procedure in SAMPLE
ACTIVITY #1, Steps 7 & 8, page 117. .

Communication Strategies

Role plays and question cards provide opportunities for the
participants to discover, learn and use specific strategies for
coping with and for gaining some power and flexibility in a
stressful situation.

Some examples:

- 1) Responding to informal conversation openers from
the judge - used to put the participants at ease.
- 2) Recognizing when the judge is repeating or rephrasing
a question to help them understand it.
- 3) Compensating for a lack of knowledge or for a
language problem.
 - Make an educated guess.
 - Give related information but not what
was asked for.
 - Stall for time by repeating the question or
rephrasing it, or asking for clarification.
 - acknowledge a difficulty in pronouncing certain
words, in remembering names, numbers, titles,
etc.

SELF-ASSESSMENT

Decide how well you can use the English you have learned:

	Easily	With Some Difficulty	With Great Difficulty	Not At All
1. I can say my name, address and date of birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can spell my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can describe the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can talk about the members of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can talk about the differences between citizenship in my own country and in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can talk about some of the responsibilities of a citizen in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can ask for clarific- ation of something I don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can ask for repe- tition of a question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can ask for the spelling of a word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can ask other people for their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know the meaning of these words.				

SURNAME

GIVEN NAMES

MAIDEN NAME

SPOUSE

PRIVILEGES

RESPONSIBILITIES

YES _____

NO. _____

CONTACT ACTIVITIES - RELATED TO UNITS 1 and 2

Ideas for Activities

- Citizenship Judge - Invite a judge to class to talk about Canadian citizenship. Plan for a group ceremony, if possible. The Citizenship Branch is anxious to meet you and your class.

- Do a survey of attitudes towards becoming a citizen. Why people do and don't become citizens.

To Structure the Activity Refer to:

SAMPLE ACTIVITY #1, page 117

- Guest visit or field trip

SAMPLE ACTIVITY #2, page 119

- Survey

The history unit begins with the participants' own history in this country, that is their immigration to Canada. Worksheet #1 is a small group task. You may have to review some question formation structures before assigning the work. Circulate among the groups and notice language difficulties. Take up the most common problems in the class after the group work is complete.

MAP OF THE WORLD

Use the map as a visual statement of the ethnic diversity of the class and of Canada as a whole. Mark the participants' countries of birth by using a "yarn drawing" that connects one country to another and finally terminates in Ontario or by simply using coloured tacks to indicate the countries represented. The participants can do the marking for themselves or for other members of their group. You might want to keep the map on display as a visual reminder of your class's history.

Worksheet #2 can be done individually or as a small group task.

First, give instructions on how to read graphs/tables/charts. Begin by reading the title and looking over the columns or figures. Then, go back and re-read the instructions to check what information is required. Model the use of Table #1:

- read the title and look over the columns
- re-read the instructions
- find the specific country and move across the page to Canada, 1982.

In subsequent tasks using graphs/tables/charts reinforce the importance of first familiarizing oneself with the material presented.

Give individual assistance to those who need it.

NOTES:

A Look at Canada's History

Canadian history is made by all of us. Let's begin our look at Canada with the present and with the participants of the course.

- Ask each other for the information needed to complete Chart #1.
- Write down the information given by each person.

CHART #1

COMING TO CANADA

NAME	COUNTRY OF BIRTH	REASON FOR IMMIGRATION	DATE OF ARRIVAL	CITY OF 1ST. RESIDENCE

Immigration to Canada and Ontario

- Look at the Immigration statistics for 1982 on Table #1.
- Find your country and write the number of immigrants to Canada.

TABLE #1

1982			1982		
	<u>CANADA</u>	<u>ONTARIO</u>		<u>CANADA</u>	<u>ONTARIO</u>
ARGENTINA	662	323	LEBANON	1,175	358
AUSTRALIA	556	173	MEXICO	489	223
BELGIUM	738	145	NETHERLAND	1,802	676
CHILE	990	342	NEW ZEALAND	347	93
CHINA	3,532	1,259	PAKISTAN	844	470
EGYPT	826	328	PHILLIPINES	4,908	1,968
EL SALVADOR	792	223	POLAND	8,134	4,009
ENGLAND	13,113	6,457	PORTUGAL	1,351	691
FRANCE	2,352	256	SOUTH AFRICA		
GERMANY (FED.			(REP. OF)	978	556
REP. OF)	4,349	2,029	SOUTH KOREA	1,461	795
GREECE	855	421	SPAIN	428	113
GUYANA	3,402	2,815	SWEDEN	238	124
HAITI	3,375	80	SWITZERLAND	784	301
HONG KONG	6,378	2,753	TAIWAN	545	273
INDIA	7,535	3,213	TRINIDAD	979	650
IRAN	1,160	522	TURKEY	701	313
IRELAND (REP.OF)	620	301	USSR	369	189
ISRAEL	1,377	726	UNITED STATES	8,945	3,715
ITALY	1,472	793	YUGOSLAVIA	757	544
JAMAICA	2,519	1,995	VIETNAM	5,791	2,016
JAPAN	625	243			
Employment and Immigration Canada			TOTALS	119,018	52,354

- Look at Scale #1 and answer questions 1 and 2 below.

Scale #1

Sweden:
238 immigrants

England:
13,113 immigrants

LOW									HIGH
1	2	3	4	5	6	7	8	9	10

1. Where does your country belong on the scale?
2. Why are the number of immigrants from your country at that level? Think of political, economic and/or social reasons.

Review the work the participants have just done by hearing from a variety of people. You might draw the scale on the board and mark off the different countries represented in the class. Model some of the following language during the discussion.

Asking for opinions

What do you think?
What would you say?

Expressing opinions

I think...
I'd say that...

Asking for reasons

Can you give me one reason?
Are there any other reasons?
Can you think of any other reasons?

Giving reasons

because
one reason is that/another reason is...

OR

I really don't know why.
I don't have any idea.

Disagreeing

I don't think that's right. I think...
I don't think so.

Agreeing

I think so, too.
You're right. He/she's right.
I think that's right.

Model "Checking your opinions" using the following examples or ones that are appropriate when you ask other students if they agree with the number of immigrants quoted and the rating on the scale:

Checking your opinions

Do you think that's right?
Is that right?

Worksheets #3 and #4 introduce the participants to the history side of their folder, A Look at Canada. Since this folder is rather busy-looking and hard to focus attention on, the first task is to divide up the page into sections. Hand out Worksheet #3.

The participants work individually matching and numbering the folder with the diagram. Then, have them check with their neighbours. You can do a quick review as they are working or direct class attention to the front and mark a folder for everyone to see.

Divide the class into small groups and hand out Worksheet #4 to everyone. Indicate how to use Chart #2 in connection with the reading. (A Look at Canada, history side, Picture History #1 and History #1 and #2). Help develop their reading skills by stressing that they don't have to read every word and sentence carefully. They only need specific information for the chart. Show them how to scan the written information for key words that will direct them to the details they need. They should write words or phrases not sentences to complete the chart.

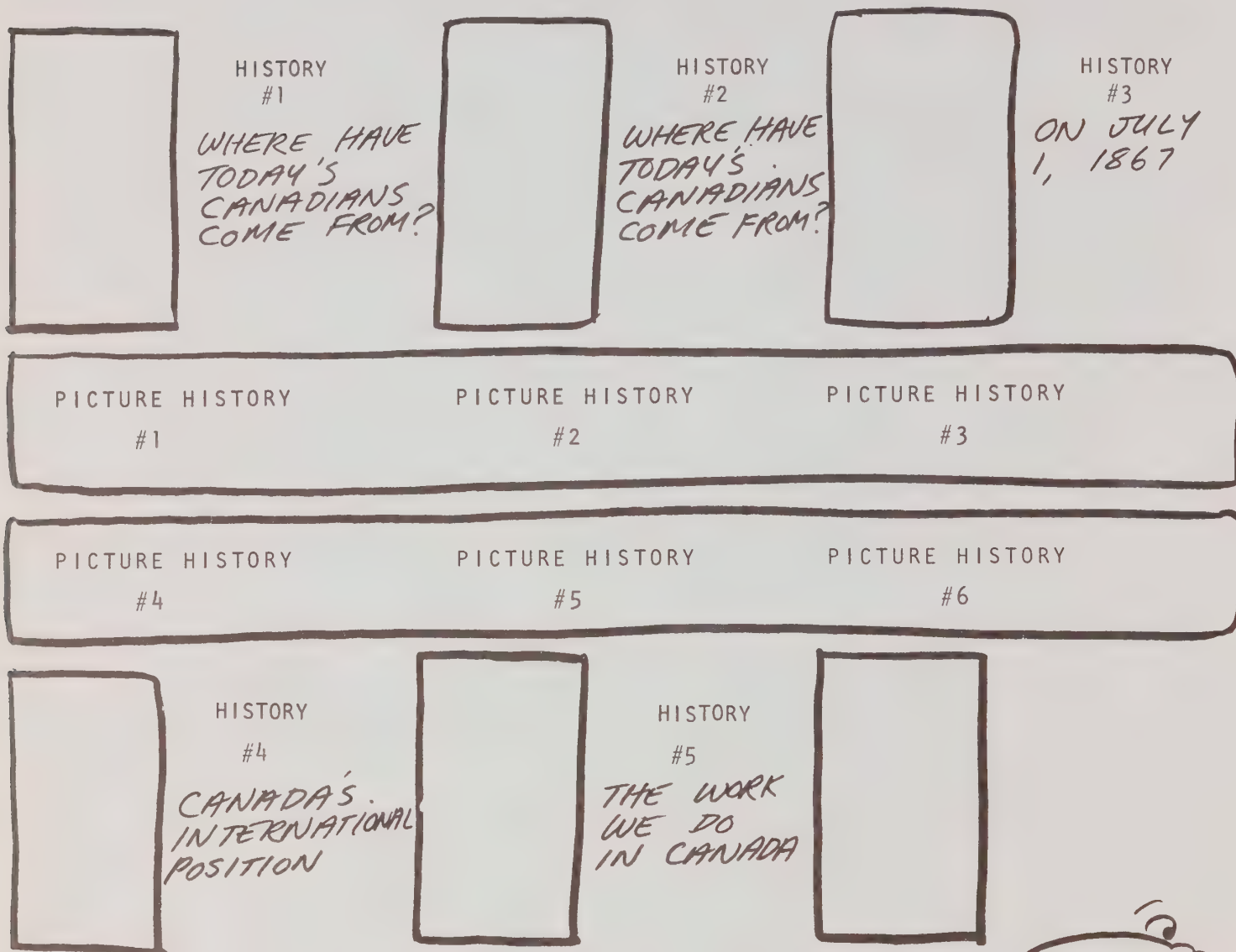
Circulate among the groups and note successful strategies that individuals or groups use. Also note the frustrations and difficulties that others experience. Is some essential language missing? Are there consistent grammatical errors, pronunciation errors? Is the reading too abstract? Too wordy? If you notice general discouragement, you might want to stop the groups and work on one passage altogether, modelling reading skills and language. Then ask them to try again.

Here are two suggestions for checking the information on Chart #2.

- A. When one group has completed the chart check over their work. Assign one person to each of the other groups to check over that group's work. Take up only the problems with the whole class.
- OR B. Draw the chart on the board and fill it in with the information from the participants in a teacher-led review of the material.

- Open your folder A LOOK AT CANADA to the history side.
- Number the sections on your folder to match the diagram below.

DIAGRAM #1



The First Nations - Inuit and Indian

- Find Picture History #1.
- Fill in Chart #2 with information from the picture.

The First European Settlers

- Find History #1.
- Look for the specific information needed to complete the second section of Chart #2.

English-speaking Settlers

- Find History #2
- Look for the specific information needed to complete the third section of Chart #2.

CHART #2

PEOPLE	COUNTRY OF ORIGIN	DATE OF ARRIVAL	SETTLED IN	TYPE OF WORK
INUIT & INDIAN				
FIRST EUROPEAN SETTLERS				
ENGLISH - SPEAKING SETTLERS				

Worksheets #5 and #5-A are optional and deal with the economic side of the history studied thus far. If you choose to do this task then hand out the worksheets to everyone in groups. Go over the instructions and the headings on Chart #3 with the class. Depending on the ability of the groups, you may feel that more explanation of the chart is necessary before they begin to work on the questions. Each group has to choose a recorder for this task. State clearly the responsibilities of a recorder:

1. To write down the information.
2. To present the information for the group in the class discussion.

Circulate among the groups taking notes on their language abilities and conceptual abilities.

Hear from the recorders of each group. If there is interest in the topics you might want to read the excerpted passage on traditional economies and the letter from the Dene nation (Appendix A) or refer to NEWCOMER NEWS, July 1982. From NEWCOMER NEWS you and the participants might be interested in the following:

- article on the Constitution, p. 2 - "Canadian Charter of Rights and Freedoms".
- articles on Canada's history, pp. 4-6 - "From 1790 to 1982".

French and English Conflict -
sections entitled:

Durham Report
Deep Conflict
Certain Problems
Quiet Revolution
Separatism Grows

Immigration -
sections entitled

Three Policies
The Railway
CRR
Needed Settlers
Riel Rebellion
Canada Booms
Immigration

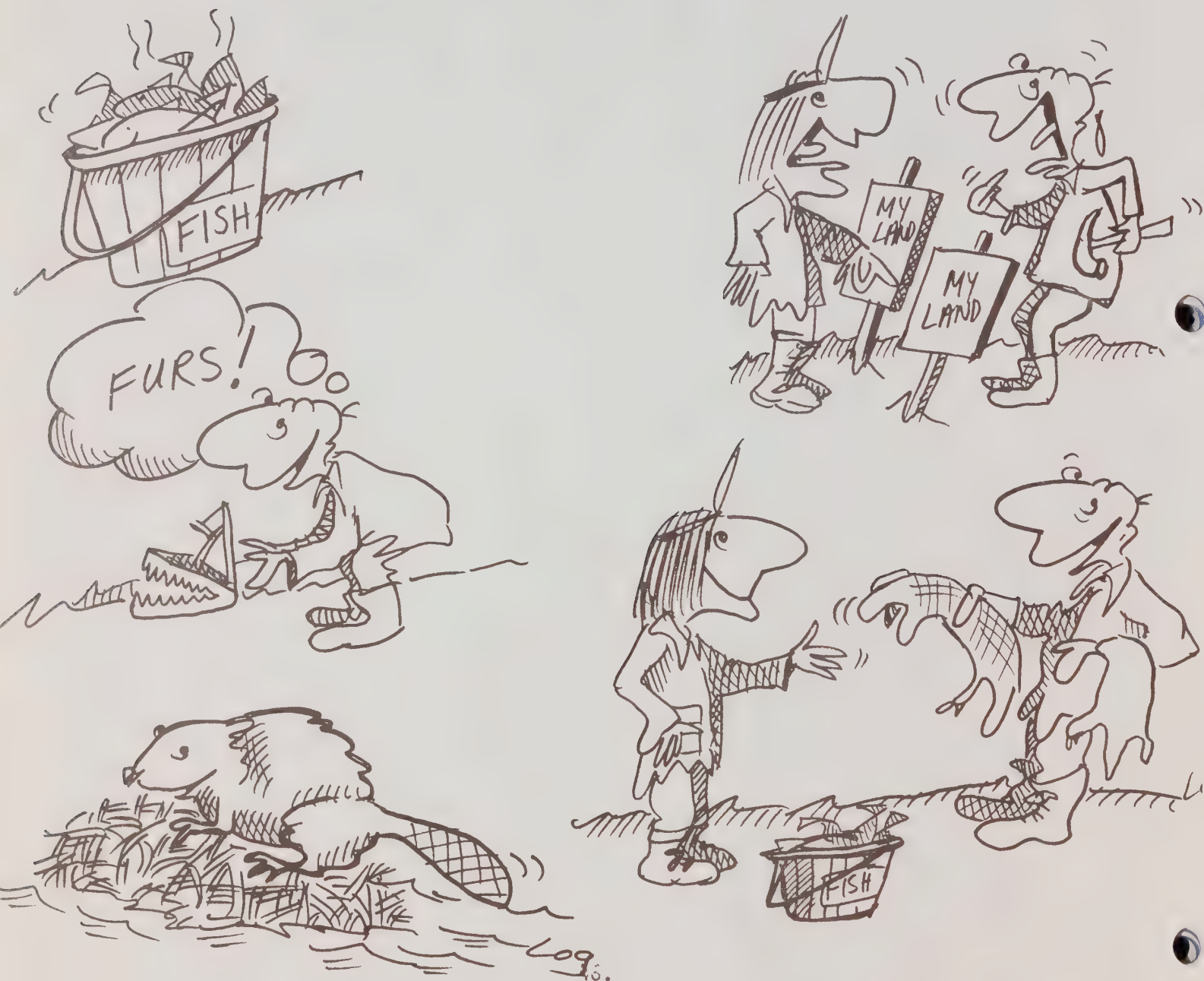
The Economic Picture

- Chart #3 gives information about the economies of the First Nations and the European settlers.
- Look over the headings for each column.
- Refer to this chart to answer the questions on Worksheet #5-A
- Choose a recorder to write down the ideas from your group.

CHART #3

INUIT & INDIAN			
INUIT & INDIAN		EARLY FRENCH COLONIES	
LATER FRENCH & ENGLISH COLONIES			
WHAT WAS PRODUCED	NECESSITIES FOR LIFE	AGRICULTURAL PRODUCTS EXPORT PRODUCTS	AGRICULTURAL PRODUCTS EXPORT PRODUCTS
	<ul style="list-style-type: none"> - FOOD - CLOTHING - SHELTER 	<ul style="list-style-type: none"> - FURS - FISH 	<ul style="list-style-type: none"> - FURS - FISH - MINERALS
WHO PRODUCED IT	INUIT AND INDIANS - WORKING IN FAMILY OR TRIBAL UNITS	<ul style="list-style-type: none"> - PEASANT FRENCH FARMERS - INDIANS WHO TRADED WITH THE FRENCH 	<ul style="list-style-type: none"> - FRENCH & ENGLISH COLONISTS - INDIANS WHO TRADED WITH THE FRENCH & ENGLISH
WHAT RESOURCES WERE USED	NATURAL RESOURCES (LAND, ANIMALS, PLANTS, TREES, SNOW, ICE, ETC.)	<ul style="list-style-type: none"> - NATURAL RESOURCES (LAND, ANIMALS, PLANTS, TREES, SNOW, ICE, ETC.) 	<ul style="list-style-type: none"> - NATURAL RESOURCES (LAND, ANIMALS, PLANTS, TREES, SNOW, ICE, ETC.)
WHO USED THE PRODUCTS	INUIT AND INDIANS	<ul style="list-style-type: none"> - TRADERS WHO BOUGHT THE FUR & FISH AND SOLD THEM TO EUROPEANS - FRENCH LORDS WHO OWNED THE LAND - PEASANT FRENCH FARMERS 	<ul style="list-style-type: none"> - TRADERS WHO BOUGHT THE FUR & FISH AND SOLD THEM TO EUROPEANS - FRENCH & ENGLISH COLONISTS

- Use Chart #3 and the pictures below to answer the following questions:
 1. What did the early European settlers find in Canada that helped them survive and make a living?
 2. What are some important economic changes that took place when the Europeans arrived?
 - Compare the Inuit and Indian economy with the early French and English. The sections "Who Produced It" and "Who Used the Products" will help you see the differences.
 3. What conflicts can you predict took **place**? Do any of these conflicts still exist today?



Divide the class into small groups for Worksheets #6 and #7 (A Look at Canada, History side, Picture History #5). Worksheet #6 can be completed individually and then checked by consulting with the other group members. Here are two ways of ensuring that their information is correct:

- A. Ask the whole class if there are any particular problems. They have already checked it over once so they will have noticed different answers.

OR

- B. Hand out one answer sheet for each group and let them check together.

Hand out Worksheet #7 for the groups to read over. You may want to get the discussion going by suggesting some questions for them to consider by doing the first event with the whole class.

Suggested questions:

- Have there been changes in the immigration laws recently which might help families re-unite or allow more refugees from certain parts of the world?
- Has there been any major change in the government or party leader recently?
- Have you had to make any changes in your own budgets lately? Why?
- Has there been any discovery of natural resources like oil or gas?
- Any event of national interest that is in the news?

Circulate among the groups noting down language difficulties as well as successful use of the language. After Worksheet #7 is completed, hear from the groups to get a variety of national and international events. Take up the language problems that you noted and use them to prepare them for subsequent tasks.

NOTES:

On this date four provinces united to form Canada. The first Prime Minister of Canada was John A. McDonald.

- CHART #4

[illegible]

- 36

Canadian Affairs - National and International

- Think of one important event that took place in Canada in the last 10 years and changed the economic, political or social life.
- Write it in the correct category on Chart #5.
- Think of one important international event that involved Canada.
- Write it in the correct category on Chart #5.

CHART #5

<u>NATIONAL</u>		<u>INTERNATIONAL</u>	
<u>EVENT</u>	<u>DATE</u>	<u>EVENT</u>	<u>DATE</u>
1.		1.	
2.		2.	
3.		3.	

- Look at Picture History #5 to find some other important events in recent history.
- Decide as a group on two or more events for the national and international categories.
- Write them on Chart #5.

If you would like more information about recent events, check NEWCOMER NEWS, July 1982, page 5, beginning with World War II.

Worksheets #8, #9-A and #9-B are small group tasks on the Constitution and the Charter of Rights and Freedoms. NEWCOMER NEWS, July 1982 (Canadian Charter of Rights and Freedoms, p. 2) will be used by half the class.

Hand out Worksheet #8 for the groups to become familiar with the Constitution. Circulate among the groups. Are there any major problems in distinguishing similarities and differences? If so, take them up in class. If not, check the 3 Yes/No answers quickly by hearing from the groups.

Worksheets #9-A and #9-B deal with the rights and freedoms guaranteed under the new Charter. First, check the definitions of rights and freedoms in the context used. Model the following language:

Asking for definitions

What does that mean? - What does _____ mean?
Do you know what that means? - Do you know what _____ means?
It means...

Worksheet #9-A is used only by those working with NEWCOMER NEWS.
Worksheet #9-B is for those group members working on their own lists.
Re-emphasize the responsibilities of the recorder:

1. to write down the information given by the group members;
2. to present the information to the class during the discussion.

Circulate among the groups and note their ability to handle the information in NEWCOMER NEWS. How does it compare with the reading on the folder? Are they able to isolate the specific information they need? If not, more direction and exercises on reading skills should be given in subsequent work. Notice any language problems that are blocking information flow, inhibiting participation and language that is inappropriate for peer communication. Take up language successes and difficulties after the task is complete as preparation for the final worksheet and unit summaries.

The different groups can exchange their information in a variety of ways. Here are two suggestions:

1. Combine a newspaper group and a question-answering group and let them exchange and match their information. Each group works through its recorder.
2. Teacher-led summary - Hear from the recorders of the groups using the newspaper. List the rights and freedoms on the board. Then hear from the other groups by having them match their ideas with the Charter's stated rights and freedoms.

Whatever method you choose to exchange the information remember the importance of reinforcing the language already learned for asking and giving opinions, agreeing and disagreeing, etc.

NOTES:

Canada's Constitution

In December 1981 the Canadian Parliament passed the Constitution Act. This Act changed the Constitution that was originally made at the time of Confederation in 1867.

- Read over Chart #6 and mark if there has been a change or not.

CHART #6

1967-1981		1982	CHANGE	
<u>NAME</u>	BRITISH NORTH AMERICA ACT	CONSTITUTION ACT 1982 AND THE CHARTER OF RIGHTS AND FREEDOMS	YES	NO
			<input type="checkbox"/>	<input type="checkbox"/>
<u>GOVERNMENT</u>	PARLIAMENTARY SYSTEM	PARLIAMENTARY SYSTEM	<input type="checkbox"/>	<input type="checkbox"/>
<u>POWER TO CHANGE THE CONSTITUTION</u>	BRITISH PARLIAMENT	CANADIAN FEDERAL AND PROVINCIAL GOVERNMENTS	<input type="checkbox"/>	<input type="checkbox"/>

Rights and Freedoms

- Find the article, "Canadian Charter of Rights and Freedoms" in NEWCOMER NEWS, page 2.
- Read over the headings in the article.
- List the individual rights and freedoms in the categories below.
- Read for more information only if you do not understand a specific right or freedom.
- Choose a recorder for your group.

FUNDAMENTAL FREEDOMS

GUARANTEED RIGHTS

Rights and Freedoms

You probably know many of the rights and freedoms that are guaranteed in the Charter of Rights.

- Choose a recorder for your group.
- List the rights and freedoms that you already know.
- Use the following questions to help you identify some of the rights/freedoms.
 - Can you practice whatever religion you choose?
 - Can you openly express your opinions about Canada by writing a letter to the newspaper?
 - Can you call a meeting to tell people what you think about an issue?
 - Can you form a union of workers?
 - Can you move to another province to work?
 - Can you be arrested without being told why?
 - Can a woman be refused a job just because she's a woman?
 - Can you ask for a hearing in French if you have to go to court?

Rights and Freedoms:

Worksheet #10 is an optional small group task and draws on information from all the written sections on the folder, A Look at Canada. It reinforces the skill of scanning a reading passage for specific information. If your class has had difficulty with this skill, you might try modelling the process for the first example or two. You can provide an answer sheet for the groups to check their information in the first 4 columns of Chart #7. Then in a class discussion hear from the groups for answers on "How Do Canadians Celebrate" and on the answers to questions 1 and 2.

NOTES:

History in Our Holidays

Your folder arranges Canada's history according to the holidays we celebrate.

To fill in Chart #7:

- Find the date and the holiday in each History section.
- Look for the provinces which celebrate the holiday and why.
- Discuss with your group the answers for the last column, "How Canadians Celebrate".

CHART #7

HISTORY SECTION	DATE & HOLIDAY	CELEBRATED IN WHICH PROVINCES	WHY	HOW DO CANADIANS CELEBRATE IT?
1.				
2.				
3.				
4.				
5.				

- Answer the following questions:

1. Which holiday in Canada is similar to a holiday in your own culture? How is the holiday celebrated in your culture? What did you used to enjoy most about the celebration?
2. Do Canadians celebrate holidays in much the same way that you used to?

Hand out Worksheets #11 and #11-A, the Self Assessment forms for this unit. Note areas of weakness and strength. Compare the first self-assessment form with this one. Have the participants indicated improvement?

Role play a mini-hearing using the information you have covered in Unit 3. See Teacher's Guide, p. 21 for suggested procedures.

NOTES:

SELF-ASSESSMENT FORM

- Decide how well you can use the English you have learned.

	Easily	With some difficulty	With great difficulty	Not at all
1. I can explain the reasons why I came to Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can talk about the Inuit and the Indians - their work and where they lived.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the early French and English settlers - their work and where they lived.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can pronounce the names of all the provinces and territories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can mention some of my rights as a Canadian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can find the information I need on a table/chart/graph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can understand the important information on the folder, <u>A Look at Canada.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can express my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can give reasons for my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can ask other people for their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can agree and disagree with other people's opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can ask for the definition of words or phrases that I don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF ASSESSMENT FORM

	<u>YES</u>	<u>NO</u>
14. I know the meaning of these words:		
NATURAL RESOURCES	_____	_____
FIRST NATIONS	_____	_____
SETTLE-SETTLER	_____	_____
IMPORT	_____	_____
EXPORT	_____	_____
FURS	_____	_____
AGRICULTURE	_____	_____
ECONOMY	_____	_____
MAKE A LIVING	_____	_____
CONFEDERATION	_____	_____
FREEDOMS	_____	_____
RIGHTS	_____	_____
GUARANTEED	_____	_____

CONTACT ACTIVITIES - RELATED TO UNIT 3 HISTORY

Ideas for Activities

To Structure the Activity Refer to:

First Nations/Indian Brotherhood - Investigate the current status, activities and policy recommendations of the First Nations. Invite a representative or several representatives to class or plan an appropriate field trip.

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit or Field Trip
- Investigating a topic

Local History - Visit a local historic house, fort, etc., that can personalize or concretize one era in history. Indicate to the tour guide ahead of time that your particular focus is citizenship in the broadest sense so that perhaps it can be pursued in a particular historic context.

SAMPLE ACTIVITY #1, page 117

- Field Trip

Ethnic group(s) - Investigate the past history and current activities of a particular ethnic club or group(s). Initial work can be done by the participants writing their own culture's history in Canada. Invite a representative or several representatives to class or plan an appropriate field trip. (See: Appendix E - Resource List - Ethnocultural profiles from Ministry of Citizenship & Culture)

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit or Field Trip
- Investigating a Topic

Francophone Community - If there is a large Francophone Community in your area, investigate status, activities and current concerns of their community and of the Francophones in Ontario. Invite a representative or several representatives to visit class or plan an appropriate field trip.

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit or Field Trip
- Investigating a Topic

Human Rights/Legal Rights - Is anyone in the class having problems involving human rights under the Charter of Rights? Explore the problem with a lawyer or Ontario Human Rights officer as a guest.

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit
- Solving a problem

CONTACT ACTIVITIES - RELATED TO UNIT 3 HISTORY

Ideas for Activities

- International Affairs - Investigate Canada's policy toward certain countries or governments. Invite representatives from local groups with a focus on international issues such as Inter-Church committees, Oxfam or other aid groups, solidarity groups. You can even consider a panel with interested politicians and the above groups.

To Structure the Activity Refer to:

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit
- Investigating a Topic

- World-wide celebrations - Multicultural holiday activities for an upcoming holiday. Explore the history of the celebration and the changes that have taken place in these celebrations in Canada. Invite guests or plan an appropriate field trip.

SAMPLE ACTIVITY #3, page 120

- Cross-cultural understanding

- Cross Cultural Understanding and the Arts - Explore cultural differences and similarities through art. Begin with the art objects brought in by the class and then invite an artist or visit a gallery.

SAMPLE ACTIVITY #3, page 120

- Cross-cultural understanding

- Cross Cultural Understanding - survey of behaviour patterns and attitudes in regard to one or more of the following:

SAMPLE ACTIVITY #2, page 119

- Survey

- family
- work
- education
- socializing
- male/female roles

Survey your class or another with ethnic variety and then survey a group of native-born Canadians and contrast results.

- Native country/Canada comparisons - compare Canada and one or more countries in one area of interest: history, geography, economy, or political system. The class can be divided up into small groups with a country-specific focus if several countries are being compared.

SAMPLE ACTIVITY #3, page 120

- Cross-cultural understanding

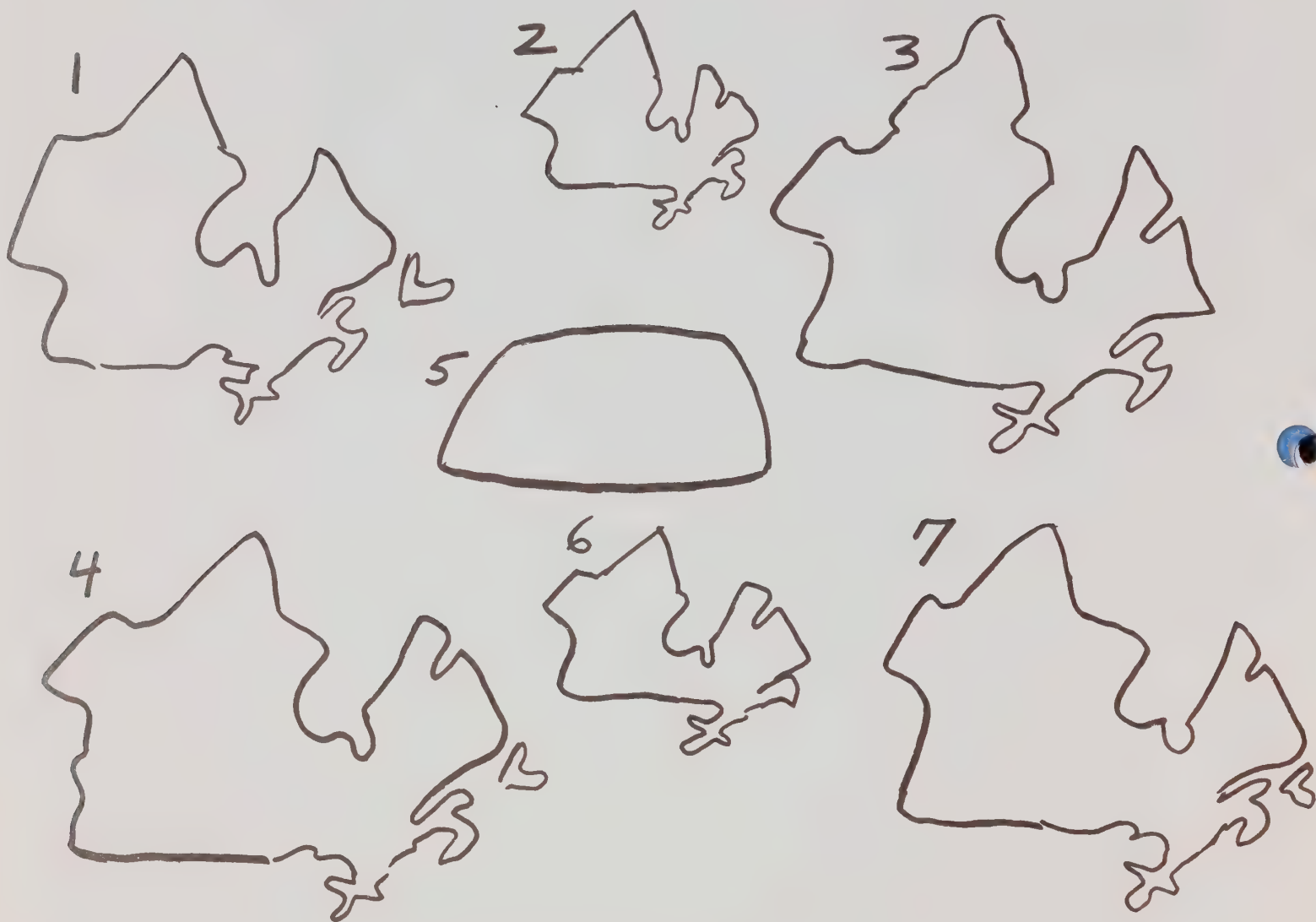
The Geography Unit begins with the physical aspects of Canada in a discussion on preferred environments. The map side of the folder, A LOOK AT CANADA, will be used throughout the unit. Hand out Worksheet #1 which is a diagram-matching exercise similar to the one in the History Unit. Follow the same procedure. See Teacher's Guide, page 29 .

The class divides itself into small groups. They should be familiar enough with group work to choose their own group partners by now. But make sure they change partners in every class. Hand out Worksheet #2 to all participants (refer to Maps #3 & #7). Instead of introducing the instructions to the whole class, you might try leaving the entire task up to the groups - from understanding instructions to the questioning and recording of information. Circulate among the groups to see how well they are following the sequencing of the task. If there are many difficulties then stop the class and use the problems as a short lesson on how to follow directions. Notice how well the participants are able to use the contractions and prepositions on Worksheet #2. Are they actually referring to Map #3? If not, then make sure you refer to the map in the discussion session that follows.

NOTES:

A LOOK AT CANADA'S GEOGRAPHY

- Open your folder A Look at Canada to the map side.
- Number the maps on your folder to match the diagram below.



Do you like the mountains, the ocean, a lake or flat land?

- CHART #1 I'D LIKE TO LIVE...

NAME	NEAR THE MOUNTAINS	ON THE PRAIRIES	NEAR THE OCEAN	NEAR A LAKE	PROVINCE

Hear from the groups about their preferences in regard to physical environments and provinces in Canada. You can state your own preferences, your favorite places in the country and why you've chosen to live where you do. If possible, use yourself as an example:

I'd like to live...(environment)
I prefer...(province/region/city)
But I live here because...

Why do the participants live in this city/region/province? Write their responses on the board. You can expand the list of reasons by going on to migration within Canada. In the History Unit the participants were asked to note their cities or first residences. If there are several people who have moved to your city/municipality from other parts of Ontario or Canada, then try asking the following questions. Write the responses on the board.

- Who has lived in another part of the province?
- Who has lived in another part of Canada?
- Why did you move here?

The reasons will probably involve weather, job availability, family ties, ethnic community support. Their responses should feed into the three areas that are further developed in this unit: population, climate and economy.

Making sense of the data involves making generalizations about jobs, the presence of ethnic communities, population distribution and climate from the participants' experience or ideas.

The language that you will model in this discussion will probably include:

Structural:

- Past tense questions: Why did you move here?
 How long did you live in _____?
- There is/are: There are jobs in...
 There aren't any jobs in...
 There's a large Chinese community in...
- Too: It's too cold in...
 The winter's too long in...

Asking for Preferences

Where would you like to live?
Which province do you prefer?

Stating preferences

I'd like to...
I prefer...

Expressing Necessity

had to...

Agreeing

I think so, too.
You're right. He/she's right.

Disagreeing

I don't think so.
I think...(stress on "I")
Do you really think so?

Asking for generalization from the data:

What does this tell us about jobs in...
(about weather, population, communities)

What does this show us about...

From this information, what do we know about...

Worksheet #3 gives the participants a good idea of how much basic geography they already know. It will also help you determine what to emphasize in the content areas. Hand out Worksheet #4 to all the participants in their small groups. If they were not able to handle the instructions in the last task, perhaps you want to see if they can follow these instructions by themselves.

As you circulate among the groups, check the language being used to ask and express opinions and to express doubts, agreement/disagreement. If the group discussion is not moving smoothly some of the following language might be helpful.

Do you know the answer?

Yes.
I think it's...
No, I don't.
I don't have any idea.

Are you sure?

Yes, I'm pretty sure.

Are you sure that's right.

I'm sure that's right.
Yes, I'm sure it's...

It is not necessary to review the answers in class. Collect the papers and retain them for use at the end of the unit (see page 77).

What's Your Picture of Canada?

- Answer the following questions to find out how much you already know about Canada.
- 1. The population of Canada is about _____
- 2. The province with the smallest population is _____
- 3. The province with the largest population is _____
- 4. Do most people live in northern or southern Canada? _____ Why? _____
- 5. Which city has the mildest climate: Vancouver, Halifax, Toronto? _____
- 6. How many provinces are there? _____
- 7. The Prairie Provinces are _____
- 8. The Maritime Provinces are _____
- 9. Canada's main natural resources are _____

- 10. Canada's main exports are _____

- 11. Some of Canada's bodies of water are:
Oceans: _____
Rivers: _____
Lakes: _____

If there are questions your group couldn't answer, don't worry. You'll discover the answers as you work through this unit on population, climate and economy of Canada.

Worksheets #4A, 4B and 5 deal with population, statistics and climate using charts, graphs and map #2.

Have the class divide itself into small groups and hand out Worksheet #4-A, POPULATION FOR CANADA AND THE PROVINCES. Draw an abbreviated form of Graph #1 on the board and demonstrate the task by using Canada as the first example. Model question formation and language for repetition, clarification and verification.

- What's the population of Canada? (Begin to shade in the graph)
- Was that 22 million? (stop and clarify)
- Is that right. (after the shading is complete.)

Check to see if the class can identify the Provinces from the abbreviations used and that all are familiar with the use of M to designate "million".

Directions for reading the graph are stated on Worksheet #4B, but if necessary, give instructions on which column and figure to use. Circulate among the groups noting their ability to say and comprehend numbers, to ask for clarification/repetition and to transfer information onto a graph. Suggestions for checking this task:

- a) Hand out a completed graph to each group and have them self-correct.
- OR b) Correct the graphs of one or two groups and have them check the work of the other groups.
- OR c) Groups exchange their graphs and correct them. Ask the class for any major problems.
- OR d) Check informally as you circulate and then ask for any major problems.

Hand out Worksheet #5 to everyone. As you circulate note any difficulties on the use of superlatives. Subsequent tasks rely on an understanding of the superlative and comparative forms, so practise these forms now, if necessary.

With the whole class quickly check the answers on Worksheet #5.

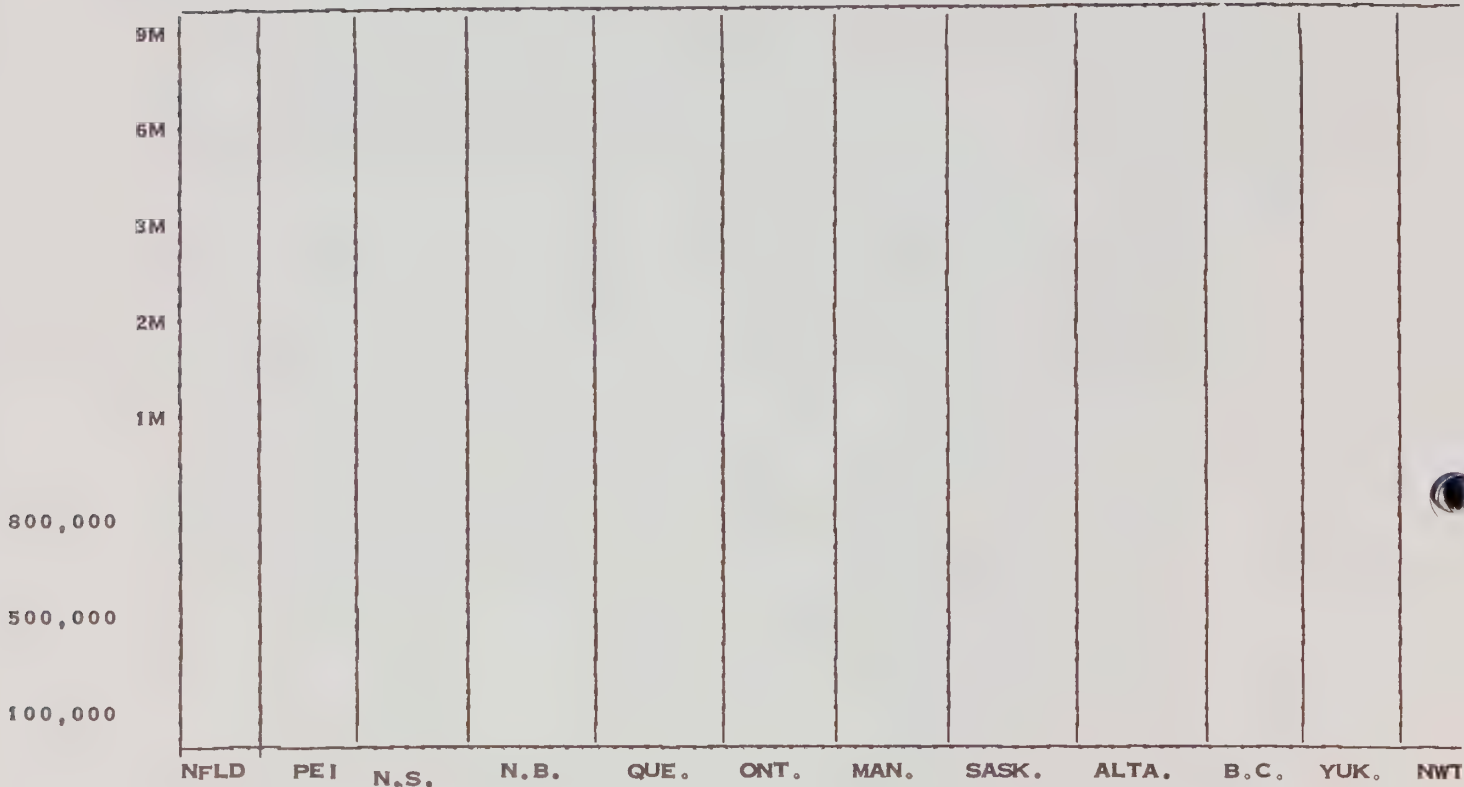
Discuss population distribution and climate.

NOTE: Map #2 - Climatic Regions. The name Cordilleran refers to the main mountain axis of a continent.

POPULATION

- Take turns asking for the population of each province.
- Shade in the population level. Follow the example demonstrated by the teacher.

GRAPH 1 - POPULATION DISTRIBUTION



Population

- Use the most recent statistics, that is the 1981 column, for each province.
- Answer the questions from your group by giving the population for each province.

TABLE #1

POPULATION FOR CANADA AND PROVINCES, 1976 & 1981

CANADA AND PROVINCES	1976	1981	% CHANGE
CANADA	22,992,604	24,343,181	5.9
NEWFOUNDLAND	557,729	567,681	1.8
PRINCE EDWARD ISLAND	118,229	122,506	3.6
NOVA SCOTIA	828,571	847,442	2.3
NEW BRUNSWICK	677,250	696,403	2.8
QUEBEC	6,234,445	6,438,403	3.3
ONTARIO	8,264,465	8,625,107	4.4
MANITOBA	1,021,506	1,026,241	0.5
SASKATCHEWAN	921,323	968,313	5.1
ALBERTA	1,838,037	2,237,724	21.8
BRITISH COLUMBIA	2,466,608	2,744,467	11.3
YUKON	21,836	23,153	6.0
NORTHWEST TERRITORIES	42,609	45,741	7.4

SOURCE: *Statistics Canada*
CENSUS 1981

Population and Climate

- Look at Map #1 and check off the correct answers to the following question:

- Which part of the country do most Canadians live in?

the northern part ☐ the southern part ☐

- Find the three largest population areas on Map #1.
- Match those areas with the same areas on Map #2.
- Write the names of the three regions from Map #2.

Climate often determines where people live.

- Look at Map #2
- Find the range of temperatures for each region.
- Answer the questions below.

1. What region has the highest summer temperature?
2. What region has the lowest summer temperature?
3. What region has the lowest winter temperature?
4. What region has the mildest winter?
5. What region has the most rain?

Worksheets #6 and #7 deal with agriculture, food products and the cost of food across Canada. Worksheet #6 is optional. The first two tasks are self-corrected with Map #4 and the information on Canadian content can be part of a later class discussion. If you choose to use this worksheet you can circulate among the groups and note:

- their ability to make cross-references from one map to another
- their familiarity with the information
- the language they use when they are dealing with unfamiliar content. Are they making suggestions, asking for other's ideas? If not, practise this language to help the group proceed more smoothly.

Here are some suggestions for the food products in Canadian Content in Our Food.

	<u>Food Products</u>
Southern British Columbia (Okanagan Valley)	fruits, vegetables - especially apples, grapes, berries
Southern Alberta, Saskatchewan and Manitoba	wheat, other grains, beef
Southern Ontario (Niagara Penninsula) and Quebec	fruits, vegetables - especially apples, grapes, berries
New Brunswick (St. John River Valley)	fruits, vegetables - especially potatoes
Nova Scotia (Annapolis Valley)	fruits, vegetables
Prince Edward Island	fruits, vegetables - especially potatoes

Climate and Agriculture

Climate also determines the amount and the type of food that people can grow.

- Answer the following questions:
 1. What kind of climate is necessary for a good crop?

 2. What areas in Canada have the right climate? Use Map #2

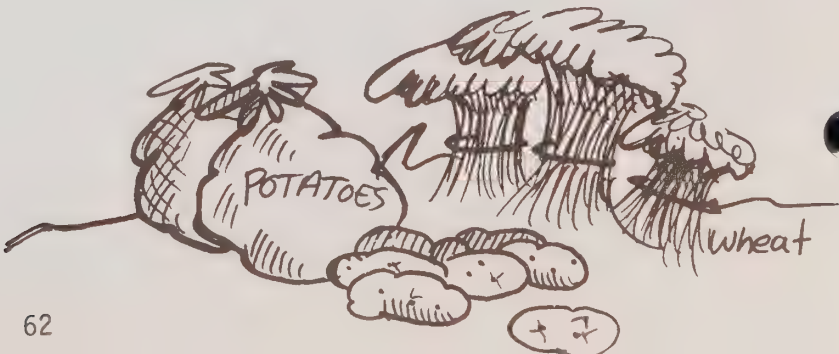
- Check Map #4 to see if you are correct. Agricultural areas are in dark yellow.

Canadian Content in our Food

- Brainstorm with the other members of your group on food products in Canada.
- List as many food products as you can that come from the areas listed below.

Food Products

Southern British Columbia	_____
Southern Alberta, Saskatchewan and Manitoba	_____
Southern Ontario and Quebec	_____
New Brunswick	_____
Nova Scotia	_____
Prince Edward Island	_____



Worksheet #7 looks at food costs in the country's major cities, most of them are provincial capitals.

Hand out the Worksheet to everyone in **groups**. Circulate among the groups. If there are problems identifying the capitals and the provinces, direct them specifically to Map #7. The symbol for capital is given in the legend, but it is rather difficult to identify on the map. Hear from the groups for their answers to the food basket questions which might lead to a brief discussion on the problem of food availability, cost and transportation in the North.

NOTES:

Food Costs Across Canada

- Look at Table #2. The numbers are the costs of food for a family of four for one week.
- Read down the column of cities. Each city with an asterisk (*) is the capital of a province or territory.
- Write the province or territory next to the city. Use Map #7 for help.

TABLE #2

AGRICULTURE CANADA'S FOOD BASKET: CITY AVERAGE WEEKLY COST FOR A SAMPLE FAMILY OF 4

<u>PROVINCE</u>	<u>CITY</u>	<u>SEPT. 1982</u>	<u>DEC. 1982</u>	<u>MARCH 1983</u>	<u>MAY 1983</u>
_____	* St. John's	\$ 88.10	\$ 86.45	\$ 87.89	\$ 86.43
_____	* Charlottetown	82.91	80.26	81.56	83.50
_____	* Halifax	78.77	78.68	81.18	83.67
_____	Saint John	85.11	82.26	84.48	86.85
_____	* Quebec	84.98	83.78	83.25	87.47
_____	Montreal	82.16	82.15	82.34	87.01
_____	* Toronto	82.28	82.02	83.86	87.86
_____	* Winnipeg	79.47	79.20	80.23	84.14
_____	* Regina	87.76	89.28	90.41	93.02
_____	* Edmonton	84.58	83.52	84.43	86.80
_____	Vancouver	85.77	87.37	86.72	89.95
_____	* Whitehorse	112.84	111.50	111.04	116.54
_____	* Yellowknife	115.10	118.64	122.42	136.74

Family of Four: man (25-49 years), woman (25-49 years), boy (13-15 years) and girl (7-9 years).

Source: Agriculture Canada

- Find the capitals of British Columbia and New Brunswick on Map #7.

- Look at the most recent statistics on Table #2 and answer these questions.
 1. Where does a family pay more than \$100/week for food.

 2. Why is food so expensive in these cities?

If you chose to do the optional task, Canadian Content in our Food, Worksheet #6, then use the information from each group and write the food products that they mentioned on the board or on chart paper. Otherwise, draw up the list by asking the class for the foods that come from the different regions of Canada. Participants may want to write the products on their maps. Large categories such as fruits or vegetables would be sufficient but some specific products should be mentioned: potatoes in PEI, grains and beef in the Prairies, etc.

To make sense of these data you can look at food as a market commodity and classify the products according to their market: export or domestic. Mention that farm land is a resource and then move on to other natural resources of Canada by asking what else the country produces for domestic consumption or for export. (See Appendix A for a complete list of exports categorized by commodity and receiving countries). Their own jobs may help get the discussion started. Follow the same format and write all their responses on the board. Making sense of this data requires that you and the class categorize all the specific items according to:

- 1) Natural resources (unrefined oil, gas, forests, fish, animals, water, etc.).
- 2) Primary products made from the resources (petroleum products, lumber, fish products, furs, etc.).
- 3) Manufactured products (furniture, textiles, books, machinery, electronics, etc.).

After this discussion the class should be ready to look more closely at the economic picture in their groups.

During the discussion reinforce the language for asking and giving opinions, agreeing and disagreeing and categorizing.

CATEGORIZING

Which products are in the same category?
Is this in the same category?

Where does (product) belong?
Does it belong in the category?

Is it a natural resource?
primary product?
manufactured product?

Worksheets #8 and #9 begin a more concentrated study of the economy-industries, products and jobs. Worksheet #9 is optional and focuses on the manufacturing industry in each province and its relation to the size of the population. After the class divides itself into groups, hand out Worksheet #8 to everyone. Circulate among the groups and note:

- how well the participants are handling the content. Is any essential information or instruction beyond the group's resources?
- successful language strategies for dealing with unfamiliar material.
- language problems that are common to all the groups.

Your identification of the weaknesses and strengths in language use will provide the specific material for language practice. Review and practise the items you noted while circulating among the groups. Remember to mention the successes as well as the problems.

When reviewing the answers for Worksheet #8, check their understanding of "non-agricultural primary industries" - they include, forestry, fishing, mining, etc.

You might also want to compare employment and unemployment figures for the same years.

Unemployment Statistics

1951:	81,000
1971:	530,000
1978:	870,000
1982:	1,494,000

Suggestions for checking answers:

- OR a) Hand out an answer sheet to each group
- OR b) Use an overhead of correctly completed worksheets
- OR c) Check one group's work and have those participants check with the other groups
- OR d) Review the answers with the whole class.

The Economic Picture

The economy also helps to determine where people live. Canada's resources, jobs and population are all related.

- Read the legend on Map #4.
- Answer these questions:

1. Which region has the largest manufacturing area? _____
2. Which region has the largest mining area? _____
3. Which region has the most oil fields? _____
4. Which region has the most gas fields? _____

- Look at Table #3 for the number of people employed in certain sectors.
- Try to guess what "sector" means. _____

TABLE #3

CANADA'S CHANGING JOB PICTURE

SECTOR		PERCENTAGE OF TOTAL EMPLOYMENT			
		1951	1971	1978	1982
1.	AGRICULTURE	18.4%	6.3%	4.7%	4.1%
2.	NON-AGRICULTURAL PRIMARY INDUSTRIES	4.4%	2.8%	2.6%	2.3%
3.	MANUFACTURING	26.5%	22.2%	19.6%	17.4%
4.	CONSTRUCTION	6.8%	6.2%	6.3%	5.1%
5.	TRANSPORTATION, COMMUNICATIONS, STORAGE AND OTHER UTILITIES	8.8%	8.7%	8.6%	8.5%
6.	TRADE	14.1%	16.5%	17.4%	17.9%
7.	FINANCE, INSURANCE AND REAL ESTATE	3.0%	4.8%	5.5%	5.4%
8.	COMMUNITY, BUSINESS AND PERSONAL SERVICE	18.0%	26.1%	28.2%	31.8%
9.	PUBLIC ADMINISTRATION & DEFENCE	----	6.6%	7.1%	7.2%
10.	TOTAL NUMBERS OF JOBS (IN THOUSANDS)	5097	8079	9972	10,249

Source: *Statistics Canada - Labour Force Annual 1982*

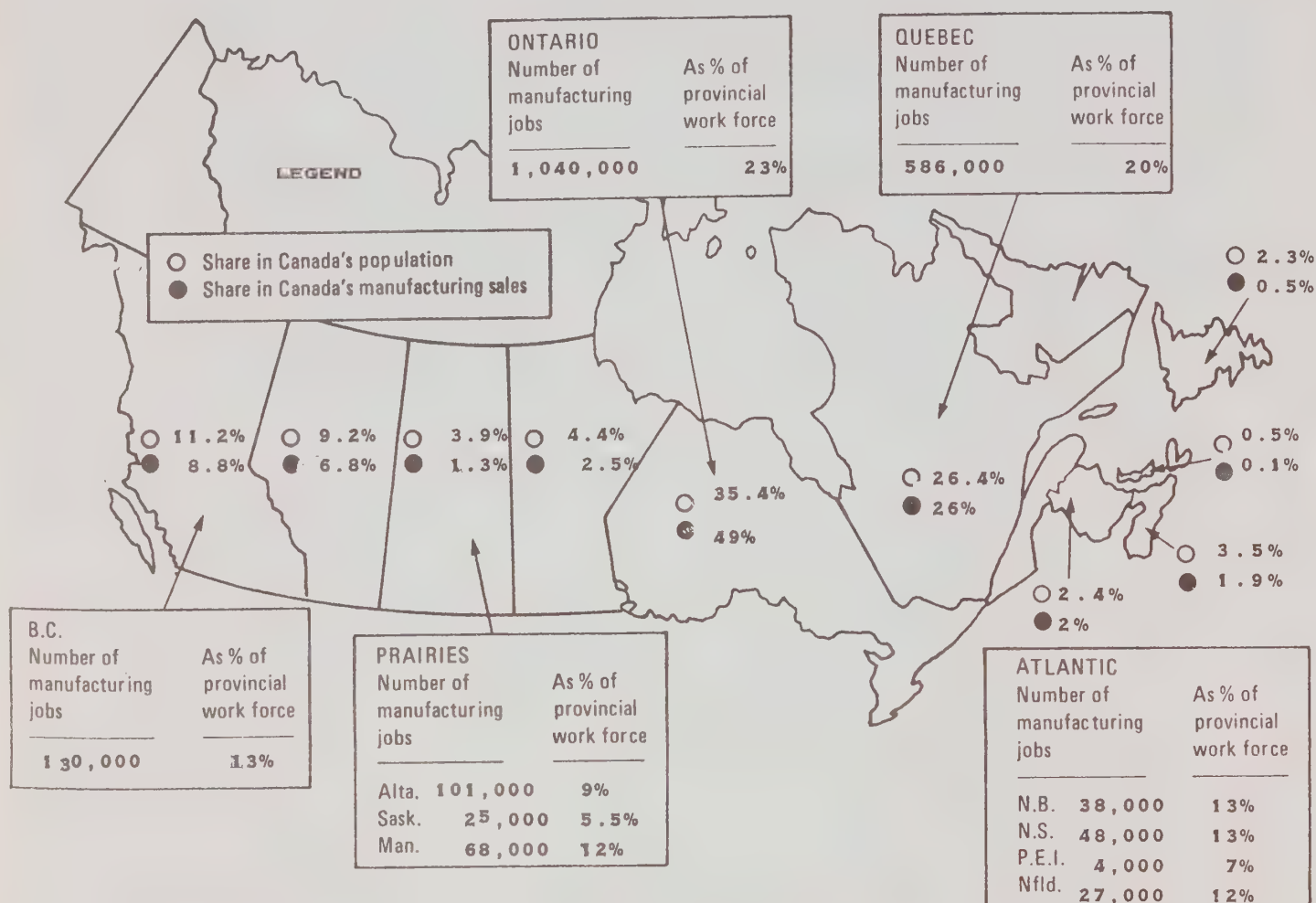
- List the first three sectors in order of largest to smallest employer.
 - Use the most recent statistics.
1. _____ 2. _____ 3. _____

The Manufacturing Industry and Population

- Look at the map below for the role of manufacturing in each province.
- Find the legend on the left side of the map.

MAP #1

THE ROLE OF MANUFACTURING BY PROVINCE, 1981



Source: *Financial Post*, December 17, 1977 - Updated from Statistics Canada

- Answer these questions.

- What two provinces produce more than 70% of the manufactured goods in Canada?

PROVINCES

% of Manufactured Goods

- What do you notice about the population figures for these two provinces?

Worksheets #10 and #10-A look at industries and cities which have faced high unemployment in the last few years. Worksheet #11 is optional and treats the related question of migration within Canada as the result of recession and high unemployment. These worksheets can be done with the whole class or in groups. If the participants are still having serious problems following written instructions and reading graphs and charts then perhaps the whole class would benefit from a teacher-directed lesson.

- Whole Class - Make overheads for GRAPH #2 and TABLE #4. Demonstrate yourself or call participants up to demonstrate how to locate information on graphs and charts.
- Small Groups - Hand out worksheets to everyone. Circulate among the groups observing and noting. Correct the worksheet with the whole class by hearing from selected people.

For class discussion use the graphs to contrast cities with diversified industries like Toronto, Vancouver, Calgary and Halifax with "one industry towns" like Oshawa and Sudbury. What happens to "one industry towns" when the factory closes? Who is affected?

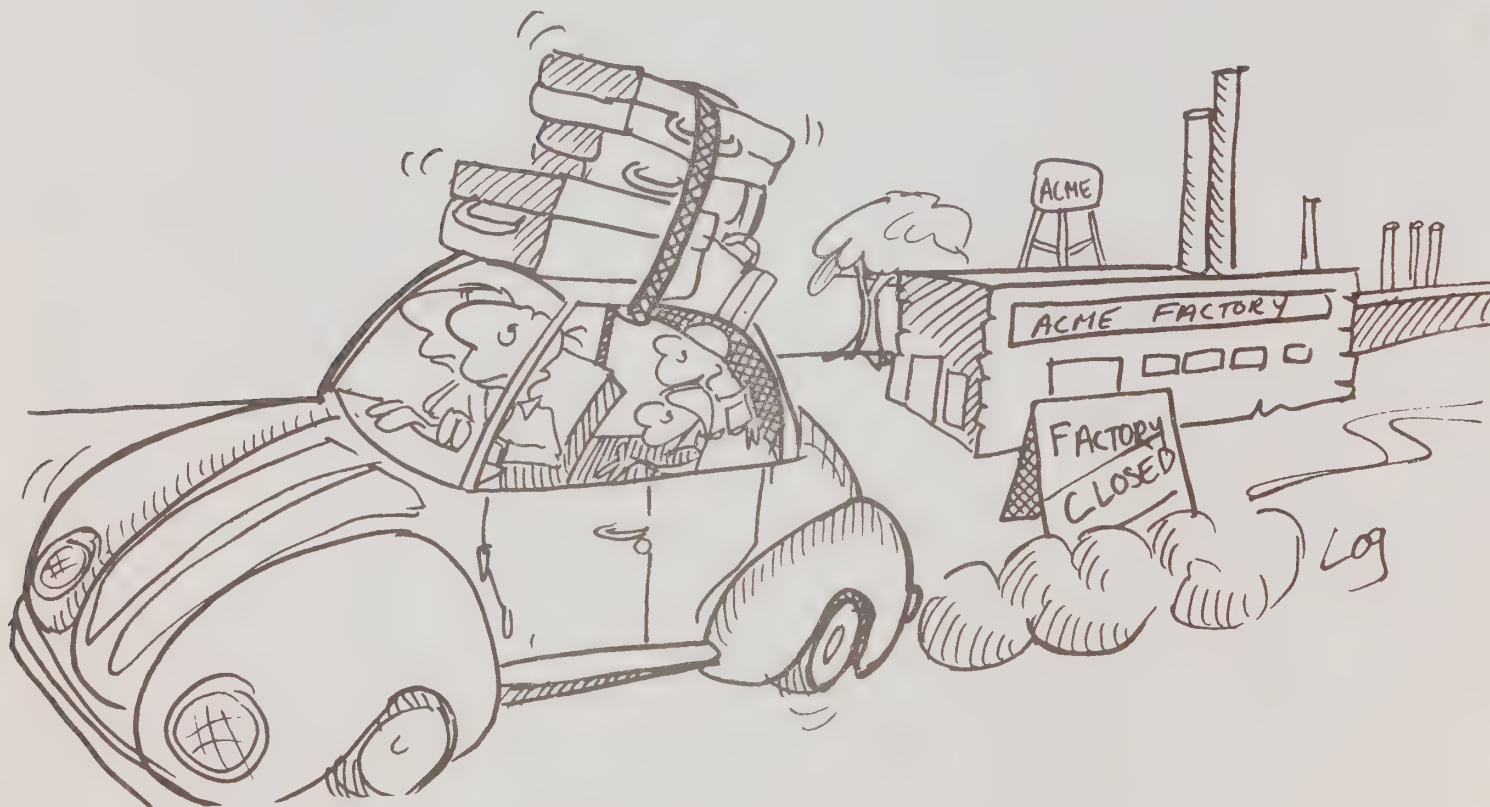
NOTES:

"One Industry Towns" and Unemployment

In the early 1980's manufacturing in certain key industries started to drop: transportation equipment (cars, trucks, aircraft, etc.) and metals production (steel and nickel). For cities that depended totally on one of these industries unemployment is still a major problem.

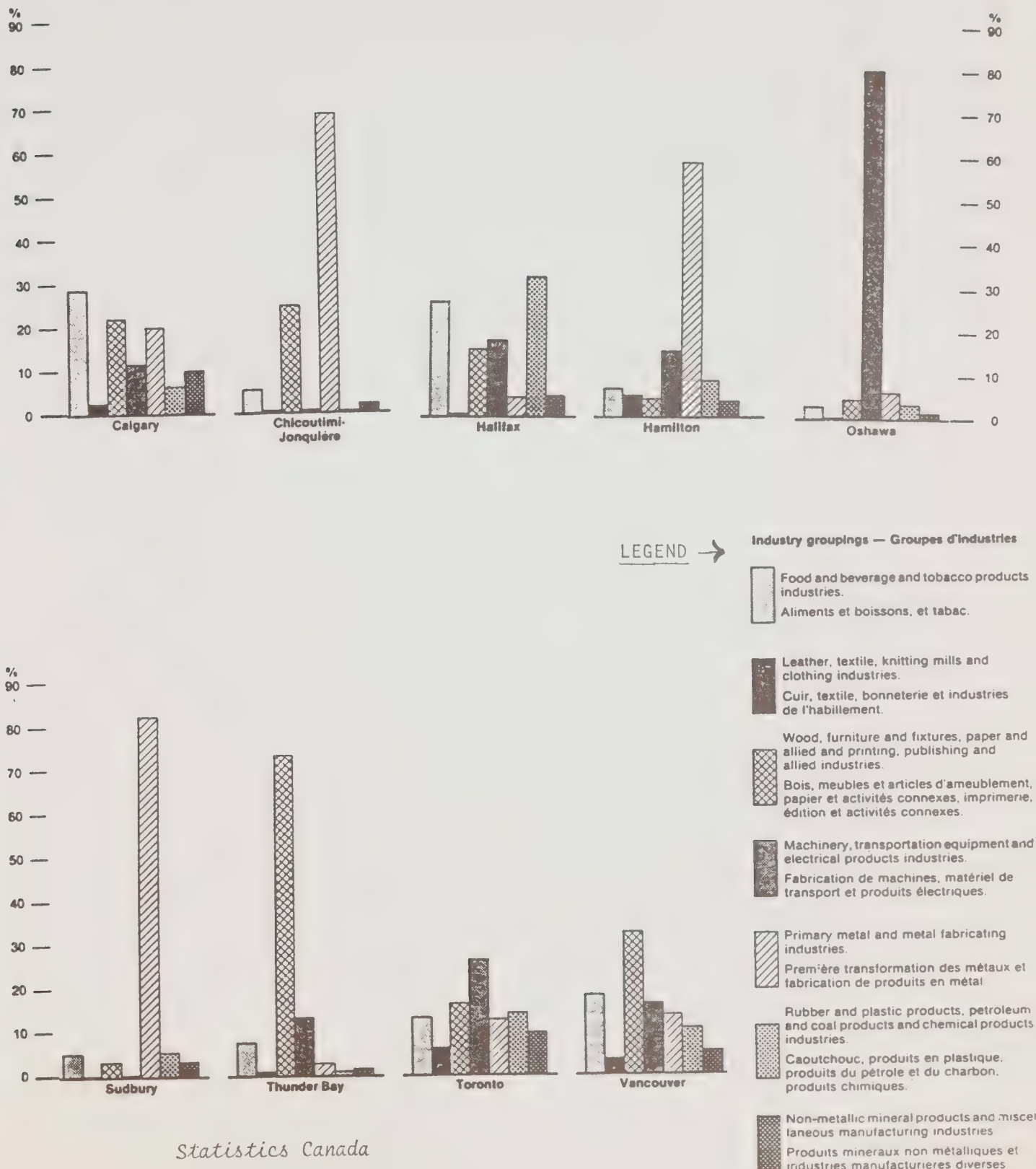
- Write the names of a few cities that have high unemployment because they are "one industry towns".

- Use Graph #2 on Worksheet #10-A to check your ideas.
- Read the legend and find transportation equipment and primary metals.



Graph #2

Distribution of Industrial Activity* by Industry Grouping within Census Metropolitan Areas, 1979



MIGRATION IN CANADA

Canadian citizens and residents are free to migrate or move from one province to another in search of jobs and a higher standard of living.

- Think about the industries and cities that have high unemployment figures.

- Answer these questions.

1. What provinces do you think people moved away from?

2. What provinces did people go to? Why?

- Check your ideas with Table #4 below.
- Read down the column, Interprovincial Migration - Net, which is the 6th. column on the table.

INTERNATIONAL AND INTERPROVINCIAL MIGRATION IN CANADA, JUNE 1981 - MAY 1982

PROVINCE	INTERNATIONAL MIGRATION			INTERPROVINCIAL MIGRATION			TOTAL NET MIGRATION
	IMMIGRANTS	EMIGRANTS	NET	IN	OUT	NET	
NEWFOUNDLAND	435	932	-497	11,237	15,203	-4,046	-4,453
PRINCE EDWARD ISLAND	135	200	-65	4,421	5,050	-629	-694
NOVA SCOTIA	1502	1,375	127	22,758	23,224	-466	-339
NEW BRUNSWICK	945	1,123	-178	19,031	19,931	-900	-1,078
QUEBEC	23,084	21,343	1,741	26,920	50,211	-23,291	21,550
ONTARIO	57,449	32,493	24,956	97,976	106,829	-8,853	16,103
MANITOBA	5,185	1,545	3,640	28,635	30,836	-2,201	1,439
SASKATCHEWAN	2,318	1,397	921	28,672	26,584	2,088	3,009
ALBERTA	20,364	3,621	16,743	113,345	81,285	32,060	48,803
BRITISH COLUMBIA	21,939	9,704	12,235	68,547	62,418	6,129	18,364
YUKON	91	88	3	2,640	2,441	199	202
NORTHWEST TERRITORIES	96	81	15	4,262	4,352	-90	-75
CANADA	133,543	73,902	59,641	428,444	428,444	0	59,641

Source: Statistics Canada



Worksheets #12A, #12-B and #13 are optional and deal with imports/exports and foreign ownership of industries.

The export/import task is for groups of four. Two members of the group receive Worksheet #12-A and the other two receive Worksheet #12-B. First, ask them to read over their tables to ensure that they understand the content. Then, they exchange and combine information to fill out the entire Worksheet. Model the procedure and the language by using wheat as the first example:

- T. #1 on the export table is wheat. Wheat is exported. Is it imported?
- P. No, it's not. (Participant with import table).
- T. Then we write down wheat under the column "export only".

Suggestions for correcting their work:

- a) Hand out completed Worksheets for groups to self-correct.
- OR b) Make an overhead of the completed worksheet for individual group self-correction or for correction with the whole class.
- OR c) Correct with the whole class by asking for answers from the groups.

The foreign ownership task on Worksheet #13 is for small groups. Check the products and resources list using one of the methods suggested above. The second question can be reviewed with the whole class. Hear from the groups and list on the board the names of the industries. Then check the ones with high unemployment rates and discuss the relation between foreign ownership and use of profits, control by the Canadian government and unemployment.

NOTE: Canadian Ultramar Ltd., is an oil company dealing in crude and refined oil products.

Canada's Exports and Imports

- Read Table #5, Imports

TABLE #5

IMPORTS AMOUNT BILLIONS			
1.	COFFEE, COCOA, TEA	\$0.6	
2.	ANIMALS AND OTHER FOODS	3.2	
3.	CARS, BUSES, TRUCKS, PARTS	13.4	
4.	OFFICE MACHINES	1.1	
5.	MACHINERY	5.8	
6.	EQUIPMENT AND TOOLS	\$3.1	
7.	PETROLEUM	3.5	
8.	PERSONAL AND HOUSEHOLD ITEMS	2.2	
9.	TRANSPORTATION EQUIPMENT	3.1	
10.	METALS AND MINERALS	1.1	

Source: *Statistics Canada*

- Ask the other members of your group for information about exports to fill in the charts below.
- Categorize the products. Follow the example the teacher demonstrated.

PRODUCTS
For Export Only

PRODUCTS
For Import Only

PRODUCTS BOTH
Exported and Imported

- Find the products which are both exported and imported. Write them under the first column.
- Decide if there is a balance or a deficit (+) or (-).
- Follow the first example.

<u>Product</u>	<u>Export Revenue</u>	<u>Import Costs</u> + or -
Animals and other food products	3.4 billion	3.2 billion +

Canada's Exports and Imports

TABLE #6, EXPORTS

EXPORTS AMOUNT MILLIONS			
1. WHEAT	\$1.9	6. LUMBER	3.2
2. ANIMALS & OTHER FOODS	3.4	7. OIL & GAS	3.8
3. CARS, BUSES, TRUCKS, PARTS	12.5	8. NEWSPRINT	2.9
4. WOOD PULP	2.2	9. TRANSPORT- ATION EQPT.	1.8
5. MACHINERY	2.1	10. METALS & MINERALS	4.0

Source: *Statistics Canada*

- Ask the other members of your group for information about exports to fill in the charts below.
- Categorize the products. Follow the example the teacher demonstrated.

<u>PRODUCTS</u>	<u>PRODUCTS</u>	<u>PRODUCTS BOTH</u>
<u>For Export Only</u>	<u>For Import Only</u>	<u>Exported and Imported</u>

- Find the products which are both exported and imported. Write them under the first column.
- Decide if there is a balance or a deficit (+) or (-).
- Follow the first example.

<u>Product</u>	<u>Export Revenue</u>	<u>Import Costs</u> + or -
Animals and other food products	3.4 billion	3.2 billion +

FOREIGN OWNERSHIP OF CANADIAN INDUSTRIES

- Read over Table #8.
- Write one product that the company manufactures or a natural resource that the company uses.

TABLE #8

RANK BY SALES	COMPANY	PERCENTAGE OF FOREIGN OWNERSHIP	MAJOR OWNERS	PRODUCTS/RESOURCES
2	GENERAL MOTORS	100%	GMC/USA	
3	IMPERIAL OIL LTD.	76%	EXXON CORP/USA	
6	FORD MOTOR COMPANY	92%	FORD/USA	
7	ALCAN ALUMINUM	52%	USA 53%/OTHER 8%	
8.	SHELL CANADA	79%	ROYAL DUTCH NETHERLANDS	
9.	GULF CANADA	60%	GULF/USA	
10.	TEXACO	90%	TEXACO/USA	
15.	MASSEY FERGUSON	67%		
20.	CANADA SAFEWAY	96%	SAFEWAY/USA	
24.	TOTAL PETROL.	78%	CIE FRANCAISE DE PETROLES FRANCE CHRYSLER/USA	
42.	I.B.M. CANADA	100%	I.B.M./USA	
46.	CANADIAN ULTRAMAR LTD.	100%	ULTRAMAR/ENGLAND	
47.	CANADIAN GENERAL ELECTRIC	92%	GENERAL ELEC/USA	
49.	F.W. WOOLWORTH	100%	WOOLWORTH/USA	

Source: *The Financial Post* 500, *The Financial Post* June, 1982

- Check the companies that are 80-100% owned by foreign interests. Answer this question.

Are any of them in industries which have high levels of unemployment?

At the end of the unit the participants fill out the same series of questions that they did in the beginning of the unit, What's Your Picture of Canada? (Worksheet #3). Indicate that map #7 on their folder may help them, plus any information from this unit.

Hand out Worksheets #14 and #14-A, the Self-Assessment forms for this unit. Note recurring areas of weakness and use as many opportunities as possible in the next unit and in the contact activities to develop strengths and overcome weaknesses.

Role play a mini-hearing using the information you have covered in Unit 4. See Teacher's Guide, page 21 for suggested procedures.

NOTES:

SELF-ASSESSMENT FORM

Decide how well you can use the English you have learned:

	Easily	With Some Difficulty	With Great Difficulty	Not At All
1. I can describe the physical environment of a place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can talk about the climate in different regions of Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the products that come from different regions in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can mention some of Canada's natural resources and the regions they come from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can find information on tables/charts/graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can use the maps on the folder, <u>A LOOK AT CANADA</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can understand important information on the maps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can answer all the questions on Worksheet #3 in the geography unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can read and say large numbers such as 787,640.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can read and say percentages such as 95%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can state my likes and dislikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can ask other people for their preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can agree and disagree with other people's opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can ask for clarification when I am not certain what was said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can correct my own answers with an answer sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Decide how well you can use the English you have learned:

	Easily	With Some Difficulty	With Great Difficulty	Not At All
16. I can help other people correct their answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can ask for help if I can't understand instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I can explain instructions to someone else who is having a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I know the meaning of these words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PRAIRIES

MARITIMES

INDUSTRY - INDUSTRIAL

PRODUCE - PRODUCT

MANUFACTURE - MANUFACTURING

MINES - MINING

YES

NO

CONTACT ACTIVITIES - RELATED TO UNIT 4, A LOOK AT CANADIAN GEOGRAPHY

Ideas for Activities

- Natural resource(s) and related jobs in your area - investigate the uses of the resource, the numbers of jobs it generates and the health of the industry.
Invite a person from the company, plant or worksite to give details on the industry or plan an appropriate field trip.

To Structure the Activity Refer to:

SAMPLE ACTIVITY #1 & #4, pages 117.122

- Guest Visit or Field Trip
- Investigating a Topic

- Prominent manufacturing industry in the area - investigate the growth rate of the industry. Is it surviving the recession? Invite a worker to speak on the problems, benefits of manufacturing in the area. Try the education department of the union representing the industry.

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit
- Investigating a Topic

- Issue of interest concerning the economy of the area. Anything in the news that can be further investigated with a member of the community, management or labour. Would your Member of Provincial Parliament be helpful? Invite one or several people to the class or try a panel discussion.

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit
- Investigating a Topic or Following an Issue

- Do a survey of attitude on a topic:

- noise/air/water pollution in the area
- foreign ownership of a natural resource in the area
- how to improve a manufacturing industry in the area.

SAMPLE ACTIVITY #2, pages 119

- Survey

In earlier units the participants expressed their ideas on the meaning of citizenship as it related to their own previous experiences and then compared their ideas with the sense of Canadian citizenship presented in these materials. Building on this knowledge, this unit details a variety of ways to participate in the Canadian political system.

1. Voting, page 87
2. Making laws, page 104
3. Individual and group action, page 107

Start with the participants' own experience: what have they done (while they have been in Canada) to gain access to the system or what methods are they familiar with? Talking to elected representatives? Voting? Writing letters? Working with a group? List all their comments on the board or chart paper so that they can be used later on. The following questions might help to direct the discussion.

How do you show your agreement/disagreement or your pleasure/displeasure or your satisfaction/dissatisfaction about:

- your children's education
- taxes
- rents
- language training for adults
- number of jobs available
- immigration laws
- nuclear arms
- the general performance of the government.

Making sense of the data first requires some generalizing about access to the system by the public, the responsiveness of the government to the public's demands and the power of the individual to affect the system. Reinforce language for generalizing and asking/expressing opinions.

Hand out Worksheet #1 to all group members and the answer sheet, Worksheet #1-A to one member of each group. Question #9 refers to the right of British subjects to vote in municipal elections in Ontario. See Appendix E for the definition of British subject and their countries of birth.

Circulate among the group to help you determine what their strengths and weaknesses are in the content area. Is there any improvement in the participants' abilities to interact and to keep the task work moving due to increased language facility?

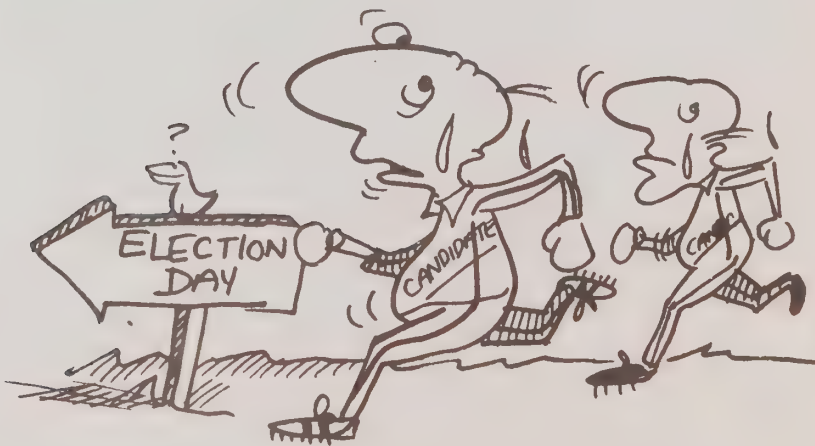
NOTE: ALL PAGE NUMBERS ON THE WORKSHEETS FOR THIS UNIT REFER TO THE BOOKLET: THE CANADIAN CITIZEN

THE POLITICAL SYSTEM IN CANADA

See how much you already know about the political system in Canada.

- Answer the following questions by checking off true or false.
- Use the answer sheet to correct your work.

	<u>TRUE</u>	<u>FALSE</u>
1. All residents of Canada can vote in the federal and provincial elections.	<input type="checkbox"/>	<input type="checkbox"/>
2. You have to be 18 to vote in federal elections.	<input type="checkbox"/>	<input type="checkbox"/>
3. Canada has only one political party.	<input type="checkbox"/>	<input type="checkbox"/>
4. You have to belong to a political party to vote.	<input type="checkbox"/>	<input type="checkbox"/>
5. You can only vote for the candidates in your district.	<input type="checkbox"/>	<input type="checkbox"/>
6. All candidates who run in elections must belong to political parties.	<input type="checkbox"/>	<input type="checkbox"/>
7. Only citizens can vote in federal elections.	<input type="checkbox"/>	<input type="checkbox"/>
8. Only citizens can vote in provincial elections.	<input type="checkbox"/>	<input type="checkbox"/>
9. In Ontario some non-citizens can vote in municipal elections.	<input type="checkbox"/>	<input type="checkbox"/>
10. You vote directly for the Prime Minister of Canada.	<input type="checkbox"/>	<input type="checkbox"/>



ANSWER SHEET (One for each group)

- | | |
|-----------|---|
| 1. False | Only citizens can vote in federal and provincial elections. |
| 2. True | |
| 3. False | Canada has a multi-party system at both the federal and provincial levels. |
| 4. False | You are free to join a political party or not. It does not affect your right to vote as a citizen. |
| 5. True | You vote for the representatives in your district. If you live in Metro Toronto you cannot vote for a candidate in Sudbury. |
| 6. False | Candidates can run with the support of a political party or as an individual. This is called running as an independent candidate. |
| 7. True | |
| 8. True | |
| 9. True | In Ontario British subjects can vote in municipal elections. |
| 10. False | You vote only for the representatives of your area, not directly for the Prime Minister or the Premier. |

The booklet, THE CANADIAN CITIZEN, provides an information form on page 15 to help applicants prepare for the hearing. Have participants work in small groups to fill in as much information as they can. Pay close attention to the questions they cannot answer. They will have to find out this information before the end of the course.

The task will also make them aware of the information that they do not know and must find out. It is their responsibility to get the information and your responsibility to facilitate that task by providing the language support. Simple telephone calls are usually sufficient to get exact information of this type - or a trip to a nearby library. Introduce them to these activities whenever you choose. See Contact Activity Worksheets #1 & #5 for language and self-correction forms related to telephone calls (pages 123, 127).

For the information on page 15 in The Canadian Citizen try calling:

City Hall	-	to identify wards and municipal representatives
Ontario Elections Office	-	to identify provincial ridings and MPP's - (416) 965-6831
Federal Elections Office	-	to identify federal ridings and MP's - Call collect: (613) 993-2975
Metro Library, Social Science Department	-	to get just about any information on past and present governments - very helpful over the phone - 928-5246
Telephone Book - blue pages	-	to find telephone numbers for federal and provincial riding offices - look under Government Services, Members of Parliament.

1. VOTING

Use the participants as resources by asking them about their experience with election campaigns. Their knowledge of the sequence of events in an election, their encounters with enumerators and canvassers will be helpful. The following questions might help bring out some useful information:

- Has anyone ever knocked on your door to ask about elections?
- Why did they come to your apartment/house?
- Did they represent a candidate?
- What languages could they speak?
- Did you receive any brochures or information about the candidates?
- Did you ever meet any of the candidates?
- Did you see any sample ballots?
- Did you attend a meeting where candidates spoke on the issues?

Vocabulary that should be introduced during this discussion for use in the next task: enumerator, eligible, ballot, canvasser.

Model language for sequencing:

First,
Then...
After that...

(All page numbers on the Worksheets and in the guide refer to THE CANADIAN CITIZEN).

Worksheets #2 and #3 deal with the voting process. Hand out Worksheet #2 to everyone in their small groups.

Circulate among the groups and note:

- their ability to handle the instructions, vocabulary, content
- their ability to transfer information from a discussion (listening comprehension) to a reading task
- their use of the sequencing language they have practised in the discussion.

Question: What's missing?

Answer: canvassing

Worksheet #3 is for individual work. Hear from the class for a final check of the answers.

VOTING

- Look over the steps in the voting process (below). They are not in order.
- Decide what the correct order is.
- Write #1 next to the first step and continue through to #8.

- _____ Make sure your name is on the voter's list.
- _____ Your secret ballot is put in the ballot box.
- _____ You vote by secret ballot.
- _____ Enumerators visit your home.
- _____ The ballots are counted and the results are announced.
- _____ Enumerators put your name down on a list of eligible voters.
- _____ On the ballot mark an "X" after the name of the person you want to vote for.
- _____ On election days go to the polling station and get a ballot.

- Check your order with the picture story on Page 13 in THE CANADIAN CITIZEN
- Compare these steps to those in your discussion.
- Find one step that is missing _____.

NOTE: You will be using THE CANADIAN CITIZEN throughout this unit.
ALL PAGE NUMBERS REFER TO THIS BOOKLET.

Vote in Your District

- Turn to page 7 and read the first section.

YOU VOTE FOR SOMEONE TO REPRESENT THE AREA WHERE YOU LIVE.

- Answer the following questions on vocabulary.

1. What three words all have the same meaning?

2. What do all these words mean? Check the best definition.

_____ a) City or town

_____ b) A section of a city or rural area that includes
a certain number of residents.

_____ c) The boundary between provinces.

- Check your answers with the other members of your group.

THE REPRESENTATIVES WE VOTE FOR

You will have to find out which representatives are elected in your local area: Mayor, Alderman, Reeve, Controller, Hydro Commissioner. This differs from municipality, so that it cannot be specified here. (Call City Hall)

Ask the participants whom we vote for - MP, MPP, Mayor, Alderman, Reeve, Controllers, Trustees, etc.

After the information is on the board then categorize the titles according to the levels of government: Municipal, Provincial and Federal.

Reinforce language for categorizing, agreeing/disagreeing, opinions, and model the following:

What is this representative called?
What is he/she called?
What are they called?
He/she's called...
They're called...

Worksheets #4 and #4-A provide information and a problem-solving task on the responsibilities of each level of government. Refer to page 6 ("Each level of government has its own responsibilities").

Hand out both worksheets to everyone in groups. Very few of these responsible areas are totally controlled by one level of government alone. In many areas responsibility overlaps so that two or more levels of government are involved. Each level contributes money to pay for the cost of the service. This method of payment is called cost-sharing. Take education for example: you elect a Trustee, who is your representative at the local level. Many decisions are made locally by the Boards of Education. In large urban areas local property taxes pay for the major part of education. The provincial government contributes some money and makes most of the decisions on policy.

Circulate among the groups and observe successful learning strategies. Do participants rely first on their own resources, then on the group's

resources and, only after these efforts have failed, on outside help? Outside help can be you, a dictionary, etc.

You can have participants self-correct, or you can lead the whole class in a review of the answers.

Answers to Worksheet #4-A

1. federal level
2. municipal level
3. municipal and provincial levels
4. municipal, provincial and federal levels
5. provincial (Labour Relations Board)
6. municipal and provincial levels
7. provincial level - the federal level is
& also correct since health is a cost-shared
8. service
9. federal level
10. provincial and federal levels.

NOTES:

The Responsibilities of Each Level of Government

The municipal, provincial and federal governments all have their own areas of responsibility.

- Decide which level of government takes prime responsibility for the items listed below.
 - Write them under the correct category on Chart #1.
- citizenship
 - local streets
 - highways
 - garbage
 - hospitals & health care
 - education

- national economy
 - recreation
 - unemployment insurance
 - defence
 - foreign policy

CHART #1

RESPONSIBILITIES OF EACH LEVEL OF GOVERNMENT

Municipal	Provincial	Federal

- Turn to page 6 and check your answers under the section, EACH LEVEL OF GOVERNMENT HAS ITS OWN RESPONSIBILITIES.

- Read over the additional items on the chart below.
- Decide which level or levels of government would be responsible in situations 1-10.

Municipal	Provincial	Federal
Local Parking and Traffic Property Taxes Snow Removal	Rent Review Natural Resources Labour Relations Culture/Arts Job Creation	Environment Immigration Transportation (airports, trains) Job Creation Culture/Arts

Level(s) of Government Responsible

- Sponsoring a relative to immigrate to Canada. _____
- Parking problems in a neighbourhood _____
- Providing heritage languages in school _____
- Giving money for a small theatre in a neighbourhood. _____
- Certifying a union at a workplace. _____
- Opposing a big rent increase. _____
- Allowing people to pay extra money above OHIP for specialists. _____
- Providing better hospital service. _____
- Allowing more refugees to come to Canada. _____
- Cleaning up pollution in Lake Ontario. _____

Worksheet #5 is an information transfer task based on a reading in THE CANADIAN CITIZEN page 6. The reading selections in THE CANADIAN CITIZEN are rather dense. They provide good opportunities for learning how to approach formats of this type and identify clues for what is important to read. At the level of specific reading skills, the participants have to scan for particular information and record it rather than read and puzzle over every word.

Here are some suggestions for analyzing the layout of the page with the class.

- Look for the topic: Canada's form of Government. Notice the size and colour of the print and its place on the page.
- Then do the same for sub-headings. Sub-headings are important for deciding whether or not that paragraph has the information you are seeking.
- Point out the use of bold type for important words. This bold type will make the scanning easier in the reading task.
- Then have the participants look at CHART #2 to see what specific information they need. To complete the chart they only have to read two sections on Page 6: "Canada's Head of State" and "Our Parliament"... by directing them to the sub-headings, see if they can come to this conclusion themselves.
- Once they know what sections to read, they can find the specific information quickly by scanning for the words in bold type.

To check their work, use an overhead of CHART #2, or draw it on the board and fill in the answers by hearing from the class.

NOTES:

Canada's Form of Government

The form or parts of the government at the federal and provincial are very similar.

- Fill in Chart #3 below with the information on page 6.
- Put a dash (-) if there is no information available or if the category does not apply.

FEDERAL AND PROVINCIAL PARLIAMENTS

CHART #2

	Federal Name	Provincial Name	Elected Yes- No	Function Jobs
<u>Head of State</u>				
<u>House of Commons</u>				
<u>Senate</u>				

- Check your answers with the other members of your group.

MULTI-PARTY SYSTEM

Using the participants as resources write on the board the names of all the political parties that they are aware of. Besides the Liberal, Progressive Conservative and New Democratic Parties, the list should also include the Parti Quebecois, the Social Credit and non-mainstream parties such as the Socialist Party of Canada, the Communist Party of Canada, etc.

Make categories for federal and provincial (Ontario) levels of government and indicate which parties are the official ones at each level.

Independent candidates should also be mentioned as another choice within our multi-party system.

Worksheets #6, #7 and #8 detail the role of parties in our political system. Worksheets #6 and #8 are optional.

You will have to find out the current figures for the federal and provincial parliaments for Worksheet #7. Call the Metropolitan Library, Social Science Department, 928-5246. Or you can call your local MP and MPP's office.

OR

You might have one or more participants call beforehand and provide the class with the information.

If you choose to do Worksheet #6, have the participants do the vocabulary exercise individually (refer to Page 7, "Most politicians belong to political parties"). Do a quick review of the vocabulary answers with the whole class before they form into groups to continue with the second task (refer to Page 8, - the first three sections -). Circulate among the groups noting their reading skills. Are there any recurring problems in reading and in recording the information? If so, take them up with the class when you review the chart. Where and why did the participants mark "Don't know"? They may not know which party the Senators, Governor-General and Lieutenant-Governor come from because that information is not given in the text. (They can come from any official party). But if they don't know the first four positions mentioned, then they are having difficulties locating the information and understanding the text.

Hand out Worksheet #7 to everyone in their groups. Have the class members complete the statistics on federal and provincial parliaments which either you or they have obtained. Circulate among the group noting successes and problems in language use and content. Take up whatever

language items are important with the whole class. You might also discuss the relative stability of majority and minority governments and the more likely possibility of the defeat of the government in a minority situation.

Optional Worksheet #8 refers to page 8, "Opposition parties criticize government proposals" and to the diagram, page 9. One group might be responsible for drawing the provincial diagram on the board, on chart paper, or on overhead for the rest to correct their answers.

NOTES:

Political Parties in Canada

- Turn to page 7 and read the second section, MOST POLITICIANS BELONG TO POLITICAL PARTIES.
- Choose the correct meaning of the vocabulary words below.

1. Policy

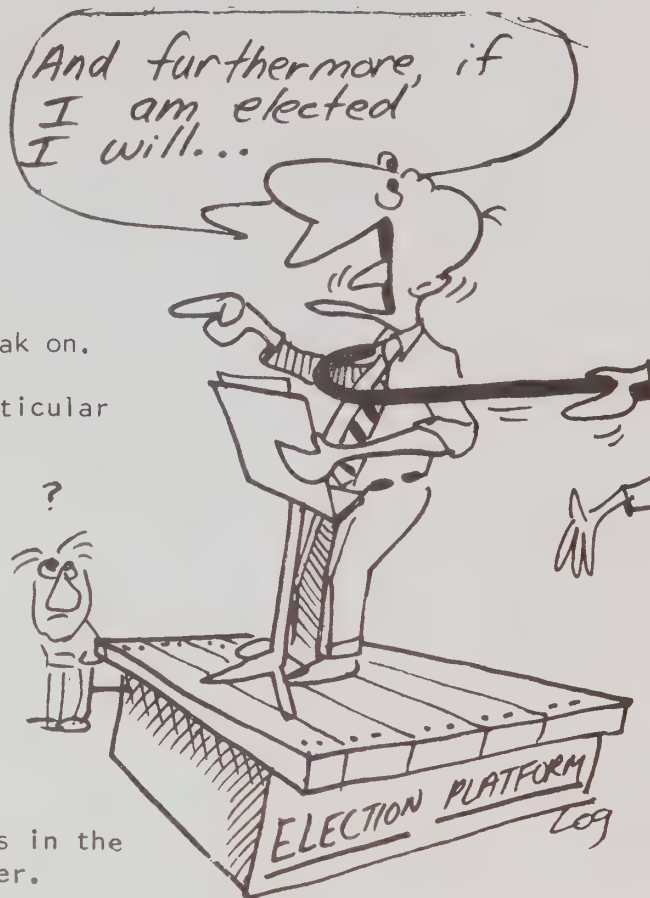
- A contract with an insurance company.
- A party's statement on a certain issue.
- Laws that the police enforce.

2. Political Platform

- The stage for a politician to speak on.
- The government's policy.
- A statement of the ideas of a particular party.

3. Campaign

- Television interview
- Process of advertising candidates and their policies before an election.
- An event to raise money for an organization.



The Power of the Party

The party who has the most representatives in the House of Commons becomes the party in power.

- Complete Chart #3 by reading the first three sections on page 8.
- Read over the headings of each section.
- Locate the words in dark type to help you find the information you need.

CHART #3

POSITION	COMES FROM THE PARTY IN POWER			THE READING GIVES THE INFORMATION	
	YES	NO	DON'T KNOW	YES	NO
PRIME MINISTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINISTERS - FEDERAL CABINET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREMIER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINISTERS - PROVINCIAL CABINET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENATORS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOVERNOR - GENERAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIEUTENANT - GOVERNOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our Current Governments

Vocabulary: majority and minority governments

- Decide if #1 and #2 below are majority or minority governments.

#1

70%	20%	10%
P	P	P
A	A	A
R	R	R
T	T	T
Y	Y	Y
A	B	C

What type of government is this?

#2

40%	45%	15%
P	P	P
A	A	A
R	R	R
T	T	T
Y	Y	Y
A	B	C

What type of government is this?

-
- Look at the figures below for the federal and provincial governments.
 - Decide if they are majority or minority governments.
 - Write the name of the party in power.

Current Federal Parliament 19

Liberal _____
New Democratic Party _____
Progressive Conser-
vative _____
Social Credit _____

Majority _____
Minority _____

Party in Power _____

Current Provincial Parliament 19

Liberal _____
New Democratic Party _____
Progressive Conser-
vative _____

Majority _____
Minority _____

Party in Power _____

THE OPPOSITION

- Read the last section on page 8, OPPOSITION PARTIES CRITICIZE GOVERNMENT PROPOSALS.
- Answer the following questions:
 1. What is the main function of the opposition parties?
 2. In the examples on Worksheet #7 which of the parties is the official opposition? Write "official opposition" next to the name of the party in all three examples.

DIAGRAMS OF FEDERAL AND PROVINCIAL PARLIAMENTS

The diagram on page 9 is a map of the federal parliament.

- Make a similar diagram for the provincial government.
- Look back to Worksheet #7 to find the total number of representatives at the provincial level.

NOTE:

WHEN YOU READ THE DIAGRAM, START AT THE BOTTOM AND FOLLOW THE ARROWS.

Worksheet #9 is optional and contains excerpts from Liberal, NDP and Conservative brochures. The brochures were part of the 1982 provincial by-election campaign in York South in which Bob Rae, the Ontario NDP Leader, won his seat in the legislature.

Hand out worksheet #9 to all the participants. The answers are:

Example #1	-	Liberal
Example #2	-	NDP
Example #3	-	Progressive Conservative

Hear from the groups and discuss the answers with the whole class. It will be difficult for the participants to distinguish one party's ideas from another's. You might just want to focus on one point of similarity or difference. For example, two of the examples (#1 & #3) mention government restraint while #2 does not. The task is included here to spark interest in party policies.

NOTES:

The Parties' Policies and Promises

In October 1982 the Ontario government held a special election in the riding of York South. An NDP member of Parliament had decided to leave politics so his "seat" in the government was open.

- Read over the policies and promises in examples #1, #2, and #3. They are from the brochures of the three official parties.
- Check the party you think they belong to in Chart #4.

EXAMPLE #1

**"THE DIFFERENCES ARE CLEAR.
OUR CANDIDATE STANDS FOR HOLDING
THE LINE ON TAX AND PRICE INCREASES.
OUR CANDIDATE WILL FIGHT FOR LOWER
PROPERTY TAXES...WILL FIGHT AGAINST
WASTEFUL GOVERNMENT SPENDING...
WILL FIGHT FOR YOUR INTERESTS.**

EXAMPLE 2

New Priorities for Ontario.

More jobs

Jobs can be created now in housing, transit, energy and new technology. Jobs can be saved with interest rate

Lower property taxes

Cleaner industry

Because so much of our industry is close to where we

Help for seniors

Ontario's seniors deserve a better deal. Higher

Education for Ontario's future

The education system is letting young people down.

EXAMPLE 3

For the many thousands of people in York South who believe that the prime responsibilities of the Ontario Government are:

- to cut government spending
- to keep taxes down and
- to stimulate jobs in the private sector.

Chart #4

	<u>Liberal</u>	<u>Progressive Conservative</u>	<u>NDP</u>
Example #1	_____	_____	_____
Example #2	_____	_____	_____
Example #3	_____	_____	_____

Diagram the municipal government in your area. Include the school board as well as the variety of elected representatives in your system. Do party politics play any part in your municipal elections?

SUGGESTIONS:

- A. Your municipal government may have brochures that illustrate the structure of the council and its committees. If not, call City Hall for the details, call the Metro Toronto Library or visit your local library. The model for the City of North York will be of help in designing the diagram. See Appendix C.

OR

- B. The participants already know the municipal representatives and some of their duties. Working in groups they can try to make the diagram. If there is a lot of information to be obtained, then set certain tasks for certain groups. Compile the information and form one diagram. Telephone calls or personal visits may be necessary. If so, refer to the contact activity worksheets for preparation and follow-up assistance.

NOTES:

11. MAKING LAWS

Brainstorm with the class about the laws that people encounter every day. To help get started you might ask them what laws they associate with:

- driving a car (seatbelts, license, insurance)
- buying goods in another country (customs)
- paying rent (rent control)
- bringing up children (school, vaccinations)
- hiring an employee (minimum wage, health and safety)
- adding a room to your house (building permit)

Make a chart on the board with columns for Municipal, Provincial, and Federal. Hear from the recorders of each group and with the class decide if the laws they mention are made at the municipal, provincial or federal level. Generally, municipalities are responsible for by-laws involving traffic, building codes, fire regulations, etc. The provincial and federal governments make laws according to their responsibilities. The federal government is also responsible for criminal law which deals with crimes against the public, such as assault, rape, robberies, murder, etc. The diagram of the Canadian legal system (Appendix E) illustrates how the law is made and enforced.

Worksheets #10 and #11 deal with the process of making laws and public participation in the process. (refer to page 10, the first and second sections). Hand out Worksheet #10 to everyone in groups. Circulate among the groups and note any problems in the contextualized vocabulary exercise. Can they do this exercise without dictionaries? If not, then perhaps a close look at the text with individuals or with the whole class would be helpful. Hand out an answer sheet for each group to self-correct.

Worksheet #11 is optional and can be used if the whole process of making laws is either unclear or too abstract for the participants. To correct the second part of the worksheet hear from the groups for their answers. If they have not figured out that the public can participate during the examination in the committee sessions then you may want to do the optional case study on Worksheet #12.

Making Laws at the Federal Level

- Turn to page 10 and read the first section, HOW THE FEDERAL PARLIAMENT PASSES LAWS.
- Look at the diagram on page 11 while you read.
- Check your understanding of the vocabulary in this section by matching column A with column B.

COLUMN A

- a) bill
- b) readings
- c) Parliamentary Committee
- d) approve a bill
- e) defeat a bill
- f) an act

COLUMN B

- _____ presentations
- _____ small groups of members
of Parliament
- _____ proposed law
- _____ signed bill or law
- _____ vote against a bill
- _____ vote in favour of a bill

Making Laws at the Provincial Level

- Read the second section of page 10, HOW LAWS ARE PASSED IN PROVINCIAL PARLIAMENT
- Answer the following questions:
 - 1) What two changes would you make to the diagram on page 11 to match what you have read about provincial parliament?

 - 2) The public can participate in the making of laws in the House of Commons (not the Senate). Where do you think the public can talk about their opinions of a bill? Use the diagram on page 11.

CASE STUDY #1

Bill 163, An Act to Reform the Law Respecting Residential Tenancies

Vocabulary

You know the meanings of "residents" and "tenants". What does the new Act refer to: _____

- Decide on the correct procedure for the following steps in passing a bill and number them 1-7.

___ Second reading - March 6, 1979

___ Signing of Bill by the Lieutenant-Governor and making it an Act, August 1979

___ First reading - March 6, 1979

___ Frank Drea, Minister of Consumer and Commercial Relations, presents bill

___ Brief statements about the Bill made to committee by tenants, associations, landlords' associations, lawyers and individuals

___ Bill is changed after hearing from the public

___ Third reading - June 21, 1979

- Answer the following question:

At what stage of the process can individuals and groups tell the members of Parliament what they think about a particular bill?

111. INDIVIDUAL ACTION AND GROUP ACTION

Presenting a brief or speaking to a parliamentary committee is just one way of participating in the making of a law. Have you ever been involved in such a presentation? If so, you might want to give some details and note the success of your action. Did you act by yourself or with a group?

There are several ways of participating in the making of a law. Ask the participants what other more simple and direct action can be taken. Here are some ideas:

- signing a petition
- letter writing to the Minister who introduced the bill
- letter writing to your MP or MPP to vote for or against the bill
- letters to the editor of a newspaper
- demonstrations and marches
- pressure on your MP or MPP through associations or groups that you belong to - unions, for instance.

Model language for giving examples:

- for example
- in my case/in this case
- let me give you an example

Case study #2, Worksheet #12, is optional. It would be useful if there is no one in the class who has had direct experience with group action.

CASE STUDY #2

Hear from the recorder from each group and make sure that in your discussion most of the items below are mentioned.

TESL CANADA AND TESL ONTARIO (Teachers of English as a
Second Language Across Canada and in Ontario)

- presented a brief to the Parliamentary committee on Manpower and Immigration.
- wrote letters to the Minister of Employment and Immigration, Canada
- wrote letters to individual MP's
- told the members of their association to write letters as individual teachers and concerned citizens to their own MP's and to the Minister.

CASE STUDY #2

In June, 1982 the Federal government was considering Bill C-133, The National Training Act. One part of this bill referred to the Manpower training programmes that many immigrants are able to take advantage of - programmes like English as a Second Language, Basic training and Skills Development and technical skill courses. The new bill did not specifically mention immigrants or English courses for immigrants. The teachers of these English courses decided that they wanted to make comments and suggestions to improve the bill.

- Give some ideas about the action you think they took.
- Choose a recorder to write down the ideas and to present them to the whole class during the discussion.

Hand out Worksheets #13 and #13-A, The Self-Assessment forms for this unit.

Role play a complete hearing using the information you have covered in Units 1, 2, 3, 4 and 5. See Teacher's Guide page 21 for suggested procedures. Are there any crucial content or language areas that need final attention.

NOTES:

SELF-ASSESSMENT FORM

- Decide how well you can use the English you have learned:

	Easily	With some difficulty	With great difficulty	Not at all
1. I can talk about ways of participating in the political system in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can describe the voting process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the political parties in Canada - their names, their leaders and the parties in power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I can pronounce the names of the parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I can pronounce the names of the leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can understand important information in the booklet, <u>The Canadian Citizen</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I know all the names of my representatives and the government leaders on page 14 in <u>The Canadian Citizen</u> . Yes _____ No _____ I can pronounce their names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what words are difficult for me to pronounce. I can excuse my pronunciation, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can pronounce titles such as Prime Minister, Premier, MP, MPP, Mayor, Alderman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can guess the meaning of words from the sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can ask for the definition of a word or phrase that I don't know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can explain the meaning of a word or phrase to someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 5: HOW to PARTICIPATE
WORKSHEET #13-A

	<u>YES</u>	<u>NO</u>
12. I know the meaning of these words:		
ELECT-ELECTION	_____	_____
CANDIDATE	_____	_____
BALLOT	_____	_____
ENUMERATE-ENUMERATOR	_____	_____
CANVASS-CANVASSER	_____	_____
VOTE-VOTER	_____	_____
CAMPAIGN	_____	_____
RIDING	_____	_____
REPRESENTATIVE	_____	_____
POLICY	_____	_____
PRIME MINISTER	_____	_____
CABINET	_____	_____
MINISTERS	_____	_____
MP	_____	_____
MPP	_____	_____
FEDERAL	_____	_____
PROVINCIAL	_____	_____
MUNICIPAL	_____	_____
OFFICIAL OPPOSITION	_____	_____
MAJORITY	_____	_____
MINORITY	_____	_____
BILL	_____	_____
LAW	_____	_____
13. I know how to contact my		
Municipal Representative	_____	_____
Trustee	_____	_____
MP	_____	_____
MPP	_____	_____

Final Worksheet
Evaluation

1. Which section of the course gave you a lot of new information?

Introduction and Application Form	_____
History	_____
Geography	_____
How to Participate	_____
Visitor	_____
Field Trip	_____
Other Activity	_____

2. Name one worksheet, exercise or class activity that you found:

enjoyable	_____
very important	_____
too difficult	_____
unnecessary	_____

3. Have the citizenship course and the materials helped you:

learn more English?
feel more confident about using English?
learn more about Canada?

very much	a little	not at all

4. Would you recommend this citizenship course to a friend?

_____ Yes	_____ No
-----------	----------

5. How can we make this course better?

CONTACT ACTIVITIES - RELATED TO UNIT 5, HOW TO PARTICIPATE

Ideas for Activities

- Government bill or local issue - Investigate the issue or bill first and then invite an MP, MPP, Trustee or municipal representative to class for an information session. Ot invite a representative from a local group that has been active on the issue.

To Structure the Activity Refer to:

SAMPLE ACTIVITY #1 & #4, pages 117. 122

- Guest Visit
- Investigating a Topic or Following an Issue

SAMPLE ACTIVITY #1 & #4, pages 117, 122

- Guest Visit
- Investigating a Topic or Following an Issue

- A current issue linked with section 11, Making Laws - Investigate a controversial issue which may require a change in the law such as opting out of the OHIP plan by doctors or the establishment of free-standing abortion clinics. Media coverage of these issues is usually extensive and could provide good sources or reading and listening material. Once participants are informed on the issue, invite a political representative or a representative from a group lobbying the government.

SAMPLE ACTIVITY #1 & \$4, pages 117. 122

- Guest Visit
- Investigating a Topic or Solving a Problem

- A problem or an issue arising from the participants' needs - Investigate the problem or issue that demands attention from one or more levels of government. The class can form its own action group to work on the problem. Phone or make personal contacts with a variety of people who can help. Compile a list of resources and people who are most helpful.

SAMPLE ACTIVITY #1, page 117

- Guest Visit

SAMPLE ACTIVITY #2, page 119

- Survey or Petition

- Elections - If elections are in progress set up a panel of representatives from each of the parties or go to an all-candidates meeting.
- Do a survey or draw up and circulate a petition on an issue of local important and interest to the class.

- OR
- Visit by individual/representative of a group
 - Field trip to meet a representative of a group/attend an event/visit a site.

Suggested Procedure

1. Make arrangements for visit to class or field trip and obtain any brochures, recent articles by or about the individual/group. Ask for any films that would be good preparation for the visit. Prepare worksheets for the participants to use with the brochures/articles/films.
2. Participants read literature/view film and identify issues.
3. Small groups form around issues. Participants sign up for a group and develop questions on their issue.
 - participants decide who will be responsible for asking the questions to the guest during the activity.
 - other group members will be responsible for writing the responses of the guests to the questions.
4. practise the language needed for the activity: welcoming the guest, asking for information/clarification/repetition, re-phrasing questions, expressing thanks, etc.
5. Procedure: participants welcome guest or introduce themselves and express thanks for the invitation, remarks by the guest, questions from the participants, expression of thanks.
6. Tape or video the actual event. The language must be captured for effective follow-up. If recording is not possible, then select some participants to be the observers of language along with yourself. See Contact Activity Worksheet #4.
7. Review recordings or observation sheets for language use:
 - successful communications
 - breakdowns in communication
 - effective strategies for avoiding breakdowns in communication
 - appropriateness of language in regard to setting, participants and topic.

SAMPLE ACTIVITY #1 - Cont'd

8. In class take up the items in #7 that reinforce specific work currently being done in class or language that you know they will need for tasks in upcoming units or for the next contact activity.
9. Review and extend the content information. Did their questions lead to a satisfactory explanation of the issues?
10. Participants write a letter of thanks.

Survey/Questionnaire/Petition

Suggested Procedure: (The procedure describes a survey but it can be easily adapted).

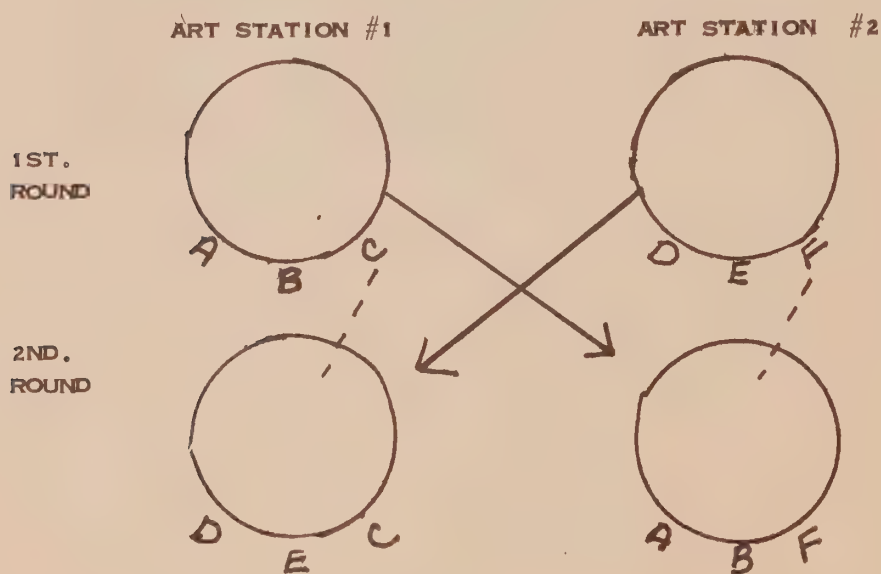
1. Refine the topic of interest so that the focus of the survey is clear and a single issue can be identified. Look at surveys to determine how they are organized. Decide on your target population and how and when you will contact them - by phone, in person, etc.
2. Brainstorm with the class on the aspects of the issue to be covered by the survey.
3. Form small groups to explore the different aspects. Participants sign up for groups and develop the questions for the survey. Provide model questions so that there will be uniformity among the groups.
4. Organize the questions and produce the final survey.
5. Practise language needed to survey the public: approaching people (at a shopping mall, for instance), introducing oneself, explaining the survey, requesting some time to do the survey, clarifying, rephrasing, excusing pronunciation, thanking, etc.
6. Participants survey the public. If they work in pairs or three's, then one person speaks and the other(s) are the observers of language. See Contact Activity Worksheet #4. If there are phone surveys then tape the telephone conversation and use Contact Activity Worksheet #5 afterward.
7. Participants return to their original small groups in #3 and record the results from all the surveys for their questions. A recorder from each group reports to the whole class on the group's results. Compile this information from each group for the final tabulation.
8. Language review - see Sample Activity #1, Steps 7 & 8.
9. Is there some logical action that results from the survey/petition/questionnaire? If so, then carry on...

Cross Cultural Understanding and the Arts

Suggested Procedure:

1. Bring in an "artistic object" of your own - decorative or functional. Introduce language for describing objects: physical appearance, use, history, cultural importance.
2. About half the class participants bring in their own artistic objects to the next class. Set up "art stations" so that people can talk about their objects in small groups and answer any questions.
3. Groups move from one "art station" to another but one person always stays behind to describe the object to the next group. The describer should be different each round so that she/he will have to pass on information just learned. If you anticipate any difficulty, then you might encourage the participants to take notes and follow a prescribed format for describing the objects.

The rounds look like this:



4. Invite an artist, visit an artist's studio, go to a gallery or attend a local art event. See Sample Activity #1 for additional preparation.

SAMPLE ACTIVITY #3 - Cont'd

This procedure can be adapted for other types of multicultural presentations. If holidays are being discussed (or one holiday celebration being compared) then the stations might have pictures of celebrations. Each participant is responsible for recording the information received on an information sheet.

EXAMPLE: INFORMATION SHEET

COUNTRY	HARVEST CELEBRATIONS		INTERESTING ACTIVITIES	CHANGES IN CANADA
	DATE OF CELEBRATION	ORIGIN OF CELEBRATION		

At the end of this phase of the activity, all participants have recorded information about all the celebrations.

Then do Step #4.

Investigating a topic of interest/following an issue/solving a problem.

Suggested Procedure:

1. Once a topic/issue/problem has been identified in class, then develop a plan of action:
 - a) participants educate themselves about the topic
 - b) participants locate an expert to inform them (guest speaker or visit)
 - c) act on the information obtained; write letters, make a petition, act as resource people for another class, etc.
- A. Participants educate themselves about the topic:
 - use newspapers, relevant brochures, company information, government information, library materials, etc. Provide support by giving them reading skills: skimming, scanning, locating specific information/main idea/recommendations, etc.
 - Small groups can be responsible for issues, for getting information from different sources and then presenting that information to the whole class.
 - Information exchange can be facilitated by having each group work from a pre-determined list of facts that must be obtained on each issue. For new groups consisting of one member from each of the issue groups and exchange information. Each participant records all the information on a final information chart.
- B. Arrange for contact with an "expert". See Sample Activity #1 for assistance in preparation.

Telephone call for general information

1. Listen for receptionist's greeting
 - Is it the right number?
 - Did the receptionist put you on hold?

2. Introduce your request
 - I'd like some information about _____.
 - I'd like to know _____.

3. Asking for repetition/clarification
 - Could you repeat the last part of what you said?
 - I didn't get the last part of what you said.
 - Could you repeat those numbers again?
 - I'm sorry. I missed the last part of what you said.
I missed the numbers you gave me.
 - Can I have that telephone number again?

4. Asking for spelling
 - How is that spelled?
 - Could you spell that?

5. You can repeat the telephone numbers/names/spellings/figures

To check your information:

 - That number is 686-5927.
 - That's William Davis. D-A-V-I-S.

6. Expressing thanks
 - Thanks very much.
 - Thanks for your help.

Interviewing on the telephone

1. Asking for the contact person

- I'd like to speak to _____.

2. Listen for the receptionist's answer -

- Can you speak with the person?
- Did the receptionist put you on hold?
- Do you have to call back later?
- Will the contact person call you back?

3. Introducing yourself to the contact person

- Hello, my name is _____ and I'm from _____.

4. Introducing your request

- I'd like some information about _____. Do you have a few minutes now?
- Would you have a few minutes to answer some questions about _____?
- I was told you'd be able to answer some questions about _____.

5. Beginning the questioning

- Could you tell me _____?

6. Asking for explanation/repetition/clarification

- Could you explain that a bit more, please?
- Could you give me some details about _____?
- Could you repeat the last part of what you said?
- I'm sorry. I missed that (or) I missed the numbers you gave me.

7. Expressing thanks

- I think I've got all the information I need. Thank you so much for taking the time to talk to me.
- Thank you very much for the information. I appreciate your help.

Interviewing in person

1. Asking for the contact person

- We're from _____ and we have an appointment with _____.
- We're from _____ and we'd like to see _____.
We have an appointment at _____ (time) _____.

2. Introducing yourself and the other participants

- Hello, my name is _____ and this is _____
(names of other participants) _____. Thank you for
taking the time to see us.

3. Beginning the questioning

- Could you tell us _____?

4. Asking for more explanation/repetition/clarification

- Could you explain that a bit more, please?
- I'm not quite clear about _____.
- Could you repeat the last part of what you said?
- I'm sorry. I missed that.
- I didn't get those numbers.

5. Ending the questioning

- The last question is _____.
- I think we have all the information we need now.

6. Expressing thanks

- We'd like to thank you for taking the time to see us.
- We really appreciate your help. Thank you very much.

Monitoring a personal interview

You are going to observe the language used by the other participant(s) and by the contact person. Study this sheet before you go to the interview. At the interview write the answers to the following questions:

1. How did the contact person respond to your introduction?
How did she/he invite your questions?
2. Did the contact person interrupt for...
 - repetition (write down what she/he said)
 - clarification
 - spelling
3. Did the contact person rephrase a question asked by the participant?
 - original question by participant _____

 - rephrased question _____

4. How did the contact person accept your thanks? What did she/he say at the end of the interview?
5. Did the contact person speak more slowly than usual _____?
more loudly than usual _____?
6. Did the participants get all the information that was necessary?
If not, why not?
7. Your comments: _____

Monitoring a taped conversation

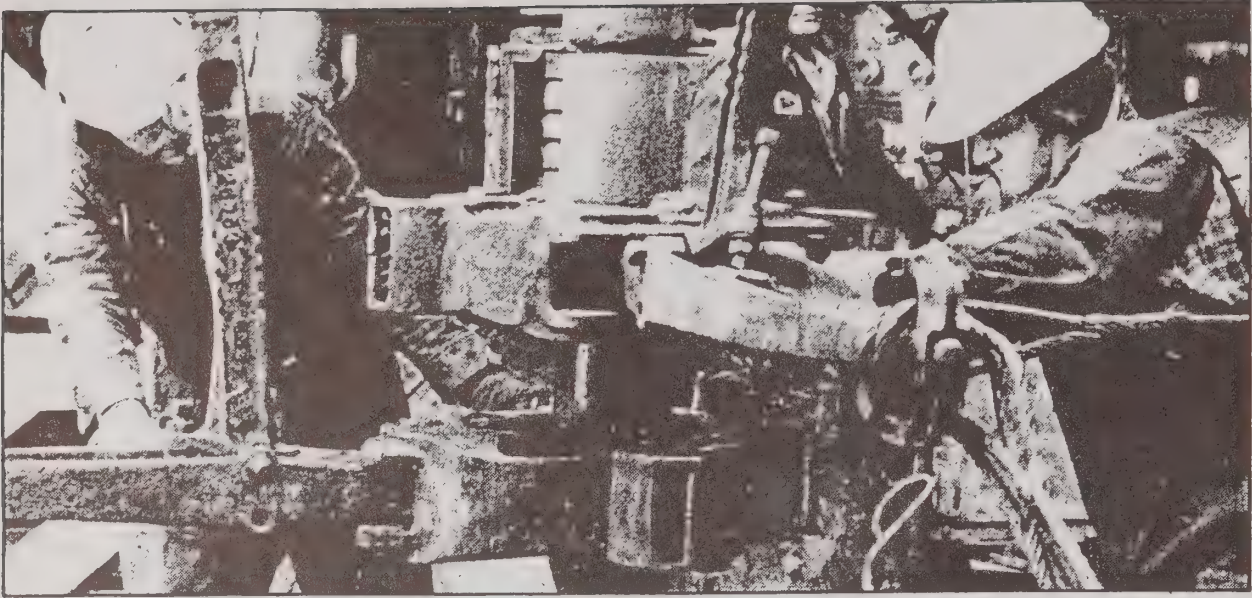
1. How did the contact person respond to your request for information?
(Write down what she/he said)
2. Did the contact person interrupt you for:
 - repetition (write down what she/he said)
 - clarification
 - spelling
3. Did the contact person rephrase a question that you asked?
 - your question
 - rephrased question (Mark the corrections)
4. How did the contact person accept your thanks? What did she/
he say at the end of the conversation?
5. Did the contact person speak more slowly than usual _____?
more loudly than usual _____?
6. Did you get all the information you needed? If not, why not?
7. Your comments: _____

TRADITIONAL ECONOMICS: HOW AND WHY THEY CHANGED

Traditional economies changed their form for many different reasons. In some cases it was the result of the gradual growth of human knowledge. Greater knowledge brought improved ways of producing things, and this, in turn, produced more wealth in the society. Some people no longer had to devote all their time to the production of goods to satisfy their immediate needs. They had time to design and build more and better tools and to develop new ideas and methods of producing more goods. When this happened, the answers to the what, how, and for whom questions slowly changed.

In other cases, traditional economies changed because they were brought into close contact with different economic systems. This is what happened to the traditional societies of Canada's native peoples. The Inuit economy changed more slowly than the Indian economy because it had less contact with the European settlers. Close contact with the people of southern Canada has come for the Inuit only in recent years, but the change in their way of life has been sudden and intense. Most Inuit today now live in houses in organized settlements, not in igloos and tents. The team of huskies has been replaced by the snowmobile. Inuit children learn the culture of the society of southern Canada in their schools. Airplanes, radio, television, and telephones have brought the world to their once remote northland. This change has not come without its costs. Along with the modern conveniences of the outside world have come the social problems of modern life. Many Indians and Inuit regret the loss of their traditional skills, their close human relationships, and a value system that had allowed them to live in a delicate balance with nature for centuries. Efforts are being made by native groups to protect and foster their traditional cultures, but there is little hope of returning to their traditional economic system. Whether the native peoples gained more than they lost from their contact with a different economic system is open to debate.

CANADIAN ECONOMY: AN ACTIVITY APPROACH



"Orderly development is simply not possible until Dene claims are settled"

Development yes but it must be orderly

From a speech by James Ross, Vice-President of the Dene Nation, to the Ninth National Northern Development Conference, Edmonton, October 27, 1982.

Let me tell you the Dene are delighted that people are finally beginning to talk about orderly development.

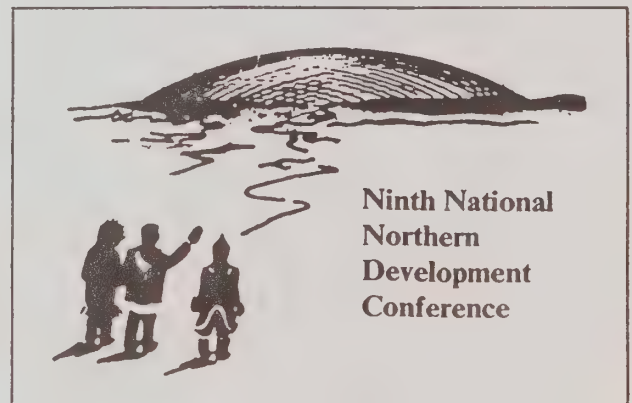
We've been talking about orderly development for many years yet, somehow, our message got turned around so that a lot of people, actually believe that we've been saying — *no development!* . . .

What we have been saying all along is that development must be orderly. The reason we are saying development must be orderly is due to the fact that, for many years now, we've had to live with disorderly development. For most of the period of industrial expansion in our part of the world, development has not been planned; it's been chaotic, erratic, haphazard, un-co-ordinated and we've been the victims.

It's been our fish and game that have been destroyed; it's been our traplines that have been torn up; it's been our communities that have been swamped for a few months or a few years with outside construction workers; in short, it's been our homeland that was invaded and the resources taken without our consent, without our participation and without us benefiting.

Not only have we not benefited. We have literally been booted out of any part of our land if anyone wants it for any other reason. The reason all this happened, and is still happening, is because there never has been a satisfactory agreement concluded between the federal government and the Dene. . . .

What I'm leading up to, of course, is that the settlement of our claims and orderly development are both part of the same thing. In other words, from our perspective, orderly development is simply not possible until our claims are settled.



This is not to say that some of you can't invest a few dollars and make a lot of money out of our resources without settling our claims. But those of you who are really thinking about the future — not of mankind or the well-being of the Dene or anything like that — but the future of your own corporate interests must be wondering if it wouldn't be much better all around to have our claims settled. . . .

We've been given fairly solid assurance that we could settle our land claim in short order for \$250 million or maybe even more. Now that sounds like a lot of money doesn't it? A quarter of a billion dollars — even if there are a few strings attached! Sounds impressive doesn't it even if you divide it among 15,000 Dene?

But when you think about that in business terms it's really not such a good deal is it? Forget about our culture and traditions and history and all those other things and let's just consider it for a minute in dollars and cents. Would any of your hot-shot businessmen give up the resources on our land for a quarter of a billion dollars even if it was in cold, hard cash?

Boy, I hope not or the economy's in worse shape than any of us imagined!

Let's face it! The big corporations operating here are trying to use governments to do the things you think is in your best interests. We're trying the same thing only we're smaller; but we're getting meaner — and smarter. . . .

What I'm suggesting to you is that, despite all the things that have happened in the past, it's in your

interests, as well as ours, to see that the government starts to take our claims seriously. It's in your interests, as well as ours, to make certain that we get a first rate settlement.

I'm telling you this because our strategy at the negotiating table is to tackle the hard issues first. We intend to deal with the things many corporations think they have an exclusive right to.

It's our intention to clear up, once and for all, the ownership of land and resources. We are not going to devote years to minor items and leave resource ownership and land ownership as one of the final items. Would any of the oil or mining companies spend years haggling over the prices of monkey wrenches and grease guns and then start thinking about the resource base? Not likely!

Despite all the problems we've had with each other in the past, I believe we have more to gain by working with each other rather than against each other. We're not trying to escape reality; we're not attempting to say the business community doesn't or shouldn't exist. On the contrary, we're trying to negotiate and work and plan our way into the world of development.

By the same token, in spite of the sorry record we've had in dealing with the government, one thing you won't find among the Dene is any support for a northern version of the Western Canada Concept. We're not separatists! On the contrary, what we're really trying to do is negotiate our way into Confederation.

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NOVEMBER 13, 1982

TABLE X-1. EXPORTS TO PRINCIPAL TRADING AREAS

TABLEAU X-1. EXPORTATIONS VERS LES MARCHES PRINCIPAUX

TRADING AREA ZONE DE COMMERCE	YEAR ANNEE	thousands of dollars - milliers de dollars							
		Live Animals	Food, Feed, Beverages And Tobacco	Crude Materials, Inedible	Fabricated Materials, Inedible	End Products, Inedible	Special Transactions, Trade	Total Domestic Exports	Total Re-Exports
		Animaux vivants	Aliments, proviendes, boissons et tabacs	Matières brutes, non comestibles	Matières travaillées, non comestibles	Produits finis, non comestibles	Transactions spéciales commerciales	Total exportations nationales	Total reexportations
JANUARY TO AUGUST - JANVIER A AOUT									
United States Etats-Unis	1980	146,210	1,102,381	6,202,086	12,203,091	10,298,252	104,060	30,056,080	780,081
	1981	100,631	1,359,233	6,083,687	14,628,782	13,051,646	434,376	35,658,355	1,029,554
	1982	171,752	1,559,387	6,147,067	13,139,256	15,666,656	163,223	36,847,340	1,173,075
United Kingdom Royaume-Uni	1980	663	345,596	456,525	1,024,876	269,319	1,685	2,098,662	18,885
	1981	1,035	433,721	428,657	1,009,276	255,085	23,332	2,151,135	36,386
	1982	220	401,368	311,959	894,482	276,133	1,584	1,885,745	41,954
Other E.E.C. Autres C.E.E.	1980	6,117	432,840	949,620	2,213,656	711,744	698	4,314,675	66,064
	1981	5,603	404,023	837,448	1,854,560	527,713	9,849	3,639,195	81,980
	1982	6,334	363,144	870,555	1,414,908	488,325	1,226	3,144,493	95,005
Japan Japon	1980	3,564	516,098	1,320,492	1,059,670	65,731	141	2,965,696	11,740
	1981	2,464	752,107	1,305,709	912,817	65,020	26	3,038,143	17,339
	1982	2,970	721,749	1,371,062	939,954	88,177	172	3,124,083	15,338
Other O.E.C.D. Autres O.C.D.E.	1980	840	99,478	426,744	615,214	524,015	882	1,667,173	49,049
	1981	3,457	121,984	471,239	463,194	447,718	8,209	1,515,801	79,348
	1982	468	171,923	380,050	429,673	439,676	6,701	1,428,490	73,612
Other America Autres Amérique	1980	8,009	660,755	135,539	767,120	784,767	5,485	2,361,675	80,822
	1981	10,432	566,400	227,259	795,753	846,272	10,563	2,456,679	323,229
	1982	6,590	610,288	158,948	586,782	656,062	11,519	2,030,189	255,014
Other Countries Autres pays	1980	2,997	1,771,729	497,829	1,429,848	978,202	3,005	4,683,610	56,402
	1981	3,823	2,074,156	665,161	1,268,669	1,060,673	21,560	5,094,043	65,915
	1982	14,233	2,482,411	671,647	1,354,723	1,320,221	6,981	5,850,217	106,833
All Countries Ensemble des pays	1980	168,400	4,928,878	9,988,835	19,313,475	13,632,028	115,957	48,147,572	1,083,045
	1981	127,475	9,711,624	10,019,160	20,933,050	16,254,126	807,914	53,553,351	1,634,249
	1982	202,567	6,310,269	9,911,286	18,759,779	18,935,249	191,406	54,310,957	1,760,832
AUGUST - AOUT									
United States Etats-Unis	1980	15,047	151,544	644,410	1,341,154	954,915	13,353	3,120,423	96,328
	1981	13,956	189,766	707,027	1,578,800	1,330,515	48,688	3,868,752	118,910
	1982	22,581	230,377	780,080	1,577,678	1,707,768	12,225	4,330,710	141,077
United Kingdom Royaume-Uni	1980		40,867	51,323	93,531	46,859	34	232,614	10,387
	1981		59,917	45,914	78,968	27,745	5,133	217,677	5,699
	1982	2	55,581	16,874	73,624	27,597	55	173,733	3,861
Other E.E.C. Autres C.E.E.	1980	760	47,941	137,634	270,805	71,142	112	528,395	4,112
	1981	1,099	46,999	114,235	136,273	53,410	302	352,318	7,783
	1982	762	49,039	106,427	147,449	45,806	209	349,692	7,913
Japan Japon	1980	75	81,558	131,058	107,657	7,981	133	328,462	1,044
	1981	634	72,725	151,332	80,045	8,237	3	312,976	720
	1982	314	106,814	140,040	99,326	10,070	7	356,970	1,303
Other O.E.C.D. Autres O.C.D.E.	1980	20	16,804	15,509	64,528	48,926	2	145,789	3,005
	1981	4	14,860	39,830	47,087	47,846	6,983	156,611	8,173
	1982	39	22,674	21,512	50,338	43,811	90	138,464	5,732
Other America Autres Amérique	1980	691	116,812	12,432	98,868	108,340	1,057	338,200	9,975
	1981	1,783	87,566	10,277	83,052	110,320	745	293,743	19,627
	1982	1,282	72,565	21,454	63,033	68,602	1,125	228,061	40,903
Other Countries Autres pays	1980	323	367,356	84,476	200,920	82,619	339	736,033	9,097
	1981	216	303,090	71,828	122,278	101,945	1,695	601,053	4,503
	1982	282	260,933	58,907	195,458	99,671	139	615,389	11,987
All Countries Ensemble des pays	1980	18,914	822,842	1,076,843	2,177,484	1,320,783	19,031	5,429,918	133,848
	1981	17,692	774,923	1,140,444	2,126,904	1,680,019	83,348	5,803,131	169,414
	1982	25,283	797,983	1,149,294	2,208,906	2,003,324	13,990	6,192,619	212,776

* Principal trading areas; see note 9 page 45.
Marchés principaux; voir note 9 page 45.

Source: Statistics Canada

TABLE X-3. DOMESTIC EXPORTS BY COMMODITY CATEGORY

TABLEAU X-3. EXPORTATIONS NATIONALES PAR CATEGORIE DE MARCHANDISES

COMMODITY CATEGORY (version française à droite)	July Juillet			August Août			January to August Janvier à Août		
	1980	1981	1982	1980	1981	1982	1980	1981	1982
	Thousands of dollars - milliers de dollars								
Live Animals	23,352	15,851	25,390	16,914	17,892	25,263	168,400	127,475	202,567
Food, Feed, Beverages and Tobacco									
Meat and fish									
Meat, fresh, chilled or frozen	42,752	46,343	69,386	45,256	52,010	67,724	324,072	401,916	514,288
Other meat and meat preparations	2,362	1,946	3,092	1,528	2,247	2,930	13,170	17,657	22,132
Fish, whole or dressed, fresh or frozen	19,285	22,898	24,692	25,419	26,667	58,141	132,018	152,782	169,777
Fish, fillets and blocks, fresh or frozen	44,613	47,495	46,947	34,550	48,182	58,804	262,243	313,278	313,281
Fish, preserved, except canned	8,302	13,409	15,947	11,300	11,262	14,894	76,291	107,905	96,794
Fish, canned	3,232	6,518	3,775	4,699	6,935	3,844	54,768	59,374	65,280
Other fishery foods and feeds	33,848	42,613	56,408	42,028	35,883	42,233	240,725	305,425	317,386
Sub-Total	154,395	181,222	220,246	164,778	183,186	248,569	1,103,288	1,358,339	1,498,938
Dairy produce, eggs and honey	18,206	27,662	38,975	26,935	15,771	6,697	127,066	145,728	177,824
Cereals and preparations									
Barley	24,723	84,421	64,614	26,633	75,162	56,240	256,709	500,197	594,185
Wheat	385,951	242,587	454,208	482,472	341,497	351,758	2,389,598	2,297,692	2,728,978
Other cereals, unmilled	28,212	8,117	11,966	4,044	9,932	5,269	107,453	175,053	162,953
Hard spring wheat flour	12,041	24,806	5,486	13,630	9,650	4,690	78,308	134,563	47,211
Other cereals, milled	12,580	9,185	14,014	8,694	10,787	11,844	81,906	96,273	95,965
Cereal preparations	6,218	6,175	9,069	6,860	7,200	7,806	52,975	55,449	64,220
Sub-Total	489,724	375,291	559,355	542,332	454,228	437,606	2,966,948	3,259,227	3,693,512
Fruits and fruit preparations	5,432	6,657	14,072	5,214	5,989	8,440	44,400	51,193	63,736
Vegetables and vegetable preparations	13,675	10,237	19,274	12,741	17,018	13,446	126,501	177,913	190,806
Sugar and sugar preparations	5,357	18,061	9,408	4,352	9,928	6,408	42,954	76,553	60,827
Other foods and materials for food	5,584	9,613	10,262	5,804	9,163	9,126	57,300	84,644	76,277
Oil seed cake and meal	2,156	3,901	501	12,930	8,186	4,183	41,703	41,005	27,526
Other feeds of vegetable origin	5,636	5,005	8,068	7,351	7,486	8,002	68,933	66,305	62,962
Other fodder and feeds	6,409	8,344	9,472	7,688	9,361	6,669	53,388	66,284	74,317
Whisky	14,049	13,799	15,186	21,920	27,890	27,170	168,097	193,771	184,001
Other beverages	9,767	12,236	15,169	9,088	12,765	14,814	66,927	81,573	99,243
Tobacco	6,267	9,858	10,978	1,749	13,953	6,852	61,371	109,090	100,202
Total	716,657	681,887	930,966	822,882	774,923	797,983	4,928,878	5,711,624	6,310,269
Crude Materials, Inedible									
Raw hides and skins	7,461	9,806	11,957	8,100	7,520	9,918	83,266	69,717	90,590
Fur skins undressed	5,892	5,628	3,011	3,586	3,006	1,347	130,115	107,721	101,065
Other crude animal products	2,233	1,518	2,339	1,942	2,025	3,264	15,648	16,129	20,830
Seeds for sowing	1,115	1,189	1,477	1,436	1,284	1,394	25,019	18,489	22,668
Flaxseed	11,685	22,943	11,117	12,392	7,985	13,822	75,089	141,929	82,479
Rapeseed	32,343	43,110	36,776	20,694	30,337	29,866	276,867	303,985	290,845
Other oil seeds, oil nuts and oil kernels	4,024	6,694	3,595	4,001	5,257	3,059	47,502	71,259	52,143
Other crude vegetable products	5,548	6,679	6,183	5,519	5,604	5,211	60,617	61,007	68,578
Pulpwood	2,153	905	1,288	2,969	2,645	633	13,455	16,882	5,918
Pulpwood chips	9,437	9,608	8,879	5,992	6,148	8,156	59,597	67,114	71,657
Other crude wood products	9,467	1,900	6,292	6,875	6,814	10,028	51,464	45,713	60,246
Textile and related fibres	6,258	8,136	7,248	3,839	6,785	4,532	50,498	65,742	56,933
Metal ores, concentrates and scrap									
Iron ores and concentrates	120,526	151,180	104,733	128,384	142,367	109,812	795,991	929,968	745,732
Scrap iron and steel	6,110	5,354	5,014	4,048	5,862	4,221	61,472	55,034	43,137
Aluminum ores, concentrates and scrap	9,724	8,978	5,875	8,215	8,501	5,973	82,724	81,956	54,436
Copper in ores, concentrates and scrap	55,397	39,255	46,117	45,755	44,961	28,056	422,453	348,249	268,444
Lead in ores, concentrates and scrap	6,756	4,282	6,029	7,557	8,858	4,228	90,500	56,770	28,302
Nickel in ores, concentrates and scrap	58,492	2,207	28,601	31,631	40,965	2,674	296,047	313,475	276,018
Precious metals in ores, conc. and scrap	43,463	24,403	18,973	25,491	31,899	14,847	442,962	302,742	204,941
Zinc in ores, concentrates and scrap	13,000	28,453	40,196	13,274	23,948	18,155	100,600	160,474	140,985
Radioactive ores and concentrates	25,529	15,561	7,326	24,291	22,141	18,944	195,274	70,135	136,161
Other metals in ores, concentrates and scrap	57,967	27,582	26,264	47,280	28,419	39,875	398,161	275,768	262,796
Sub-Total	396,964	307,237	289,128	335,925	357,921	246,786	2,886,184	2,594,370	2,160,952
Crude petroleum	218,674	157,340	197,817	208,508	177,241	281,049	2,048,889	1,699,524	1,731,676
Natural gas	275,241	327,044	317,189	268,141	321,926	336,415	2,703,350	2,906,282	3,239,333
Coal and other crude bitumin substances	119,288	124,965	113,463	67,138	78,580	91,846	626,312	783,578	886,305
Asbestos, unmanufactured	46,459	38,982	24,584	65,660	52,677	35,933	392,393	365,041	290,482
Sulphur	47,875	68,138	57,630	38,126	49,523	48,955	312,467	546,731	524,764
Other crude non-metallic minerals	8,451	12,697	14,354	12,461	13,246	8,532	98,118	105,194	111,291
Other waste and scrap materials	3,590	3,801	8,406	3,539	3,919	4,547	31,983	32,553	42,532
Total	1,214,159	1,156,340	1,122,733	1,076,843	1,140,444	1,145,294	9,988,835	10,019,160	9,911,286

* Principal trading areas: see note 9 page 45.
Percentage change exceeds 999 percent

TABLE X-3. DOMESTIC EXPORTS BY COMMODITY CATEGORY

TABLEAU X-3. EXPORTATIONS NATIONALES PAR CATEGORIE DE MARCHANDISES

COMMODITY CATEGORY (version française à droite)	July Juillet			August Août			January to August Janvier à Août		
	1980	1981	1982	1980	1981	1982	1980	1981	1982
	thousands of dollars - milliers de dollars								
Fabricated Materials, Inedible									
Leather and leather fabricated materials	2,427	3,802	2,720	1,878	2,424	2,477	22,577	26,359	24,897
Wood and paper									
Lumber, softwood	326,106	204,033	268,607	260,475	163,980	227,116	2,233,001	2,091,704	1,892,235
Lumber, hardwood	5,412	5,787	6,213	5,393	5,684	4,362	60,203	53,142	44,312
Shingles and shakes	15,562	11,608	14,354	13,321	9,450	16,868	110,189	121,363	101,041
Other sawmill products	1,249	2,335	1,036	1,047	1,382	1,239	10,562	13,420	10,770
Veneer	5,917	7,355	8,281	5,847	5,677	6,501	61,834	65,347	59,529
Plywood	14,500	8,189	8,940	7,120	4,343	7,626	106,448	102,453	93,385
Other wood fabricated materials	13,180	14,380	17,357	13,036	10,287	15,050	105,027	135,669	120,312
Wood pulp and similar pulp	312,368	313,913	265,433	332,099	222,180	279,417	2,576,298	2,635,801	2,318,752
Newsprint paper	264,201	340,580	325,243	298,564	327,449	321,467	2,442,042	2,796,591	2,813,540
Other paper for printing	28,575	29,725	31,145	31,858	30,646	35,625	253,857	214,878	272,389
Paperboard	18,698	11,375	11,701	13,713	9,280	12,483	129,725	135,278	93,366
Other paper	34,671	32,764	35,129	31,285	25,007	33,667	267,095	251,409	246,707
Sub-Total	1,040,438	982,043	993,441	1,013,798	815,345	961,421	8,356,282	8,617,056	8,066,337
Textiles									
Yarn, thread, cordage, twine and rope	5,216	10,424	7,215	3,716	6,191	4,636	45,519	64,985	53,357
Cotton broad woven fabrics	1,276	950	1,125	926	662	882	9,086	7,209	7,692
Other broad woven fabrics	6,833	6,612	6,625	5,364	5,822	4,842	49,556	51,144	44,223
Other textile fabricated materials	6,261	7,668	8,964	5,113	6,515	5,990	49,752	56,582	60,351
Sub-Total	19,586	25,653	23,930	15,118	19,189	16,350	153,912	179,921	165,624
Oils, fats, waxes, extracts and derivatives	18,947	25,103	18,338	22,566	19,144	10,477	173,288	185,929	155,733
Chemicals									
Chemical elements	11,850	14,372	19,755	15,734	7,321	8,304	103,271	91,797	108,916
Other inorganic chemicals	127,719	137,707	63,987	67,470	79,875	76,143	695,903	719,960	585,835
Organic chemicals	68,764	83,669	101,298	63,526	99,479	101,827	585,445	814,535	744,723
Fertilizers and fertilizer materials	108,463	120,117	86,210	111,798	105,663	69,957	788,942	970,387	755,707
Synthetic rubber and plastic materials	29,139	48,959	42,683	32,492	37,395	44,501	289,914	352,894	366,636
Plastics basic shapes and forms	9,115	13,155	16,467	9,287	12,631	15,032	84,304	96,720	114,836
Other chemical products	13,294	13,545	19,401	13,747	14,187	16,859	118,633	128,382	146,675
Sub-Total	368,344	431,323	349,800	314,053	356,950	332,622	2,662,412	3,174,675	2,823,329
Petroleum and coal products	234,440	195,454	224,141	136,886	171,371	201,373	1,505,419	1,751,653	1,576,427
Iron and steel									
Ferro-alloys	3,199	4,173	1,523	2,379	5,742	1,689	27,236	48,525	29,772
Primary iron and steel	16,719	41,638	11,196	18,419	24,016	8,614	122,395	286,056	122,016
Castings and forgings, steel	11,708	15,765	11,987	8,139	11,339	10,371	106,177	127,289	117,515
Bars and rods, steel	23,622	29,278	30,890	33,551	15,240	19,268	234,920	249,607	198,547
Plate, sheet and strip, steel	42,593	45,375	66,468	44,147	34,100	82,655	311,131	390,838	429,578
Railway track material	9,618	11,513	1,211	9,905	1,491	975	72,621	61,225	35,392
Other iron and steel and alloys	40,457	70,677	40,228	38,189	55,703	31,146	354,245	526,367	383,522
Sub-Total	147,917	218,419	183,508	154,730	147,631	154,719	1,228,723	1,689,906	1,316,343
Non-ferrous metals									
Aluminum, including alloys	155,343	120,145	120,113	116,075	115,548	170,444	983,011	1,041,949	951,246
Copper and alloys	97,142	49,864	43,022	89,948	52,488	15,221	674,989	469,831	368,829
Lead, including alloys	5,473	5,589	10,820	10,565	10,686	6,450	96,942	73,797	61,762
Nickel and alloys	43,083	35,451	24,761	42,341	62,167	31,157	604,281	500,215	395,141
Precious metals, including alloys	133,531	214,744	148,847	81,847	152,100	96,274	1,280,208	1,276,209	1,024,951
Zinc, including alloys	24,799	41,410	42,284	31,505	44,007	24,382	266,716	328,914	303,899
Other non-ferrous metals and alloys	4,986	6,110	6,580	5,137	4,156	4,602	57,928	61,504	57,856
Sub-Total	464,357	473,313	396,427	377,418	441,153	348,529	3,964,076	3,752,420	3,163,683
Metal fabricated basic products	40,130	60,748	49,404	38,404	41,707	48,952	371,789	416,559	406,326
Abrasive basic products	9,819	10,560	8,600	6,576	9,852	6,469	82,907	93,822	83,720
Other non-metallic mineral basic products	23,725	26,452	25,772	20,744	25,565	28,194	201,006	199,871	181,151
Electricity	41,402	70,053	61,614	66,904	65,516	83,592	511,154	738,687	686,534
Other fabricated materials inedible	10,168	13,784	11,222	8,827	11,036	11,730	79,927	106,193	109,675
Total	2,421,701	2,934,907	2,328,911	2,177,464	2,126,504	2,206,906	19,313,475	20,933,050	18,759,779

* Principal trading areas; see note 9 page 45.
 ... Percentage change exceeds 999 percent.

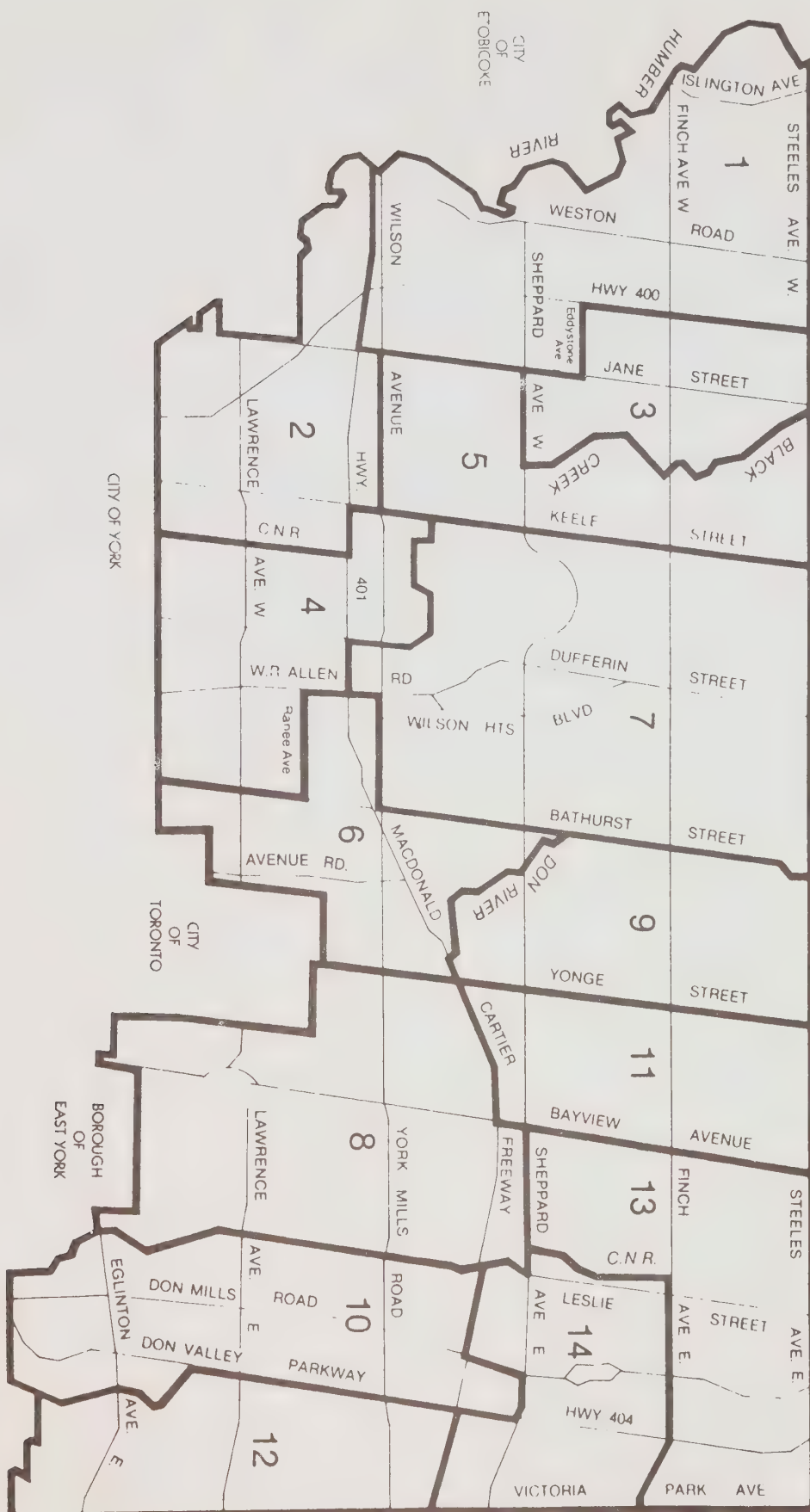
TABLE X-3. DOMESTIC EXPORTS BY COMMODITY CATEGORY

TABLEAU X-3. EXPORTATIONS NATIONALES PAR CATEGORIE DE MARCHANDISES

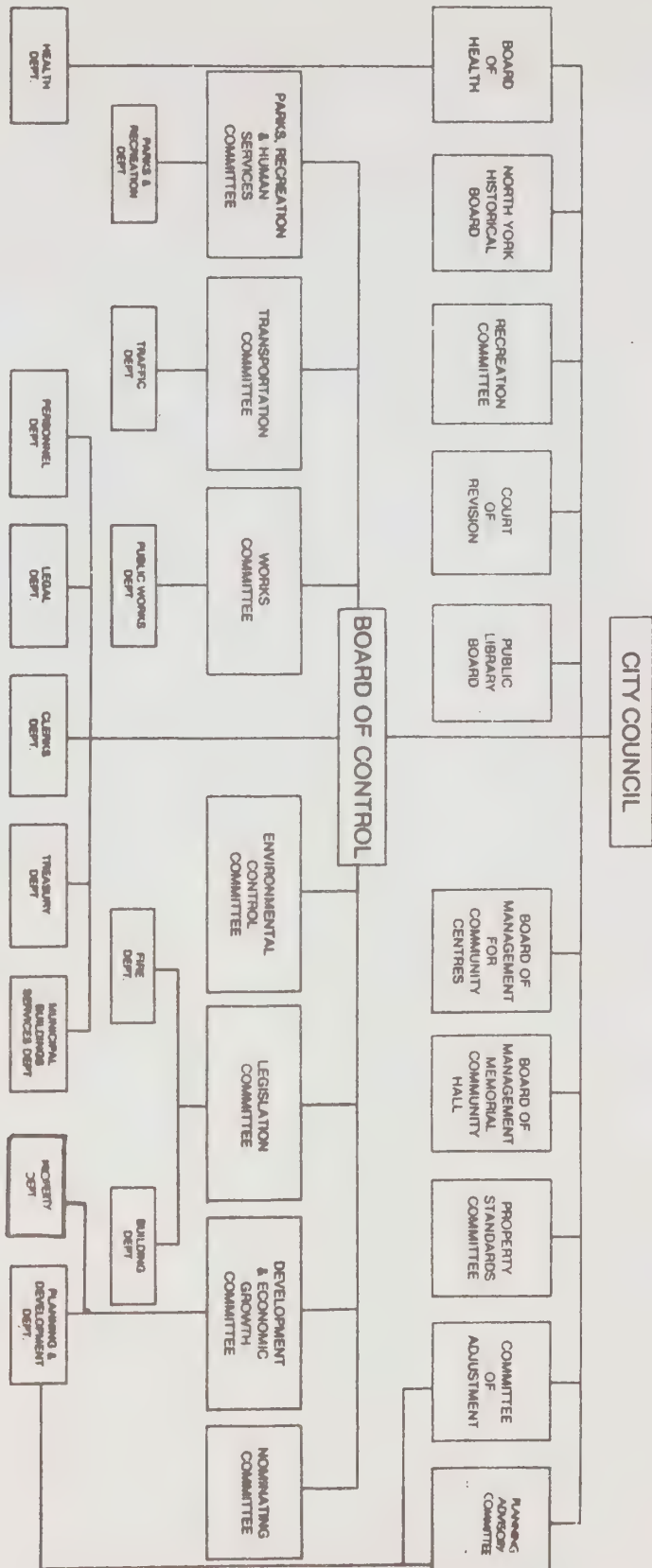
COMMODITY CATEGORY (version française à droite)	July Juillet			August Août			January to August Janvier à Août		
	1980	1981	1982	1980	1981	1982	1980	1981	1982
	thousands of dollars - milliers de dollars								
End Products, Inedible									
Industrial machinery									
Engines and turbines, general purpose	8,726	19,055	14,469	7,286	18,535	11,453	82,501	123,175	120,538
Electric generators and motors	2,954	9,709	3,870	3,534	4,107	4,694	56,367	56,960	51,391
Other general purpose industrial machinery	25,493	43,725	38,920	25,847	34,177	27,372	255,635	294,171	293,591
Materials handling machinery and equipment	24,036	26,648	18,787	19,078	20,094	17,351	191,023	216,579	170,740
Drilling, excavating, mining machinery	26,313	59,979	43,714	26,148	68,451	29,108	175,866	481,669	418,441
Metallworking machinery	15,962	17,194	26,890	12,228	20,851	20,273	137,339	144,530	209,523
Woodworking machinery and equipment	8,476	11,402	6,981	8,207	7,059	7,900	80,697	75,868	60,376
Construction machinery and equipment	10,380	10,105	15,979	7,964	7,691	7,359	85,458	83,118	100,480
Plastics industry machinery and equipment	11,203	17,580	14,062	10,007	13,425	13,402	93,004	105,778	100,502
Pulp and paper industries machinery	20,541	5,776	11,958	14,034	3,782	6,366	174,266	54,473	64,199
Other special industries machinery	24,209	19,583	16,231	10,559	11,146	13,006	119,121	137,341	103,479
Sub-Total	178,294	240,755	211,860	144,892	209,317	158,283	1,431,277	1,773,664	1,693,299
Agricultural machinery and tractors									
Soil preparation, seeding, fertilizing mach.	7,906	8,315	2,858	7,185	6,445	3,458	76,033	77,183	66,404
Combine reaper-threshers and parts	38,804	24,376	20,056	28,551	26,235	12,878	299,715	177,056	132,547
Other haying and harvesting machinery	6,526	7,593	4,440	4,440	4,486	3,615	77,002	66,095	46,977
Other agricultural machinery and equipment	9,361	15,537	10,400	9,165	12,593	10,339	111,149	119,162	104,434
Tractors	13,293	17,324	16,612	11,581	8,841	8,595	126,476	158,247	157,571
Sub-Total	75,881	73,145	54,365	60,921	58,599	38,885	690,375	597,742	507,933
Transportation equipment									
Railway and street railway rolling stock	32,678	18,313	37,643	22,366	18,965	11,660	296,891	155,989	261,721
Passenger automobiles and chassis	291,958	450,072	446,777	200,071	313,674	469,275	2,684,701	3,458,509	4,621,434
Trucks, truck tractors and chassis	111,651	183,935	211,781	109,764	129,536	247,383	1,326,314	1,650,775	2,605,579
Other motor vehicles	21,339	49,506	50,658	17,155	41,285	29,880	192,836	311,608	268,553
Motor vehicle engines and parts	13,522	35,495	82,473	21,166	41,728	107,463	270,169	345,931	706,291
Motor vehicle parts, except engines	177,428	285,227	334,041	210,425	289,632	328,476	1,878,405	2,487,434	2,661,777
Ships, boats and parts	14,529	36,024	20,340	43,029	11,967	24,536	263,834	133,931	149,661
Aircraft complete with engines	12,090	30,984	57,561	14,010	47,296	10,530	158,292	265,688	464,269
Aircraft engines and parts	29,604	53,679	35,448	40,642	53,067	30,320	299,302	461,730	336,504
Aircraft parts, except engines	55,213	43,129	45,664	45,017	32,461	46,847	467,386	423,002	418,906
Other transportation equipment	19,915	36,150	47,431	13,055	23,629	48,987	155,975	302,316	329,380
Sub-Total	779,928	1,222,515	1,369,817	736,700	1,003,242	1,355,357	7,994,107	9,996,913	12,824,074
Televisions, radios and phonographs	6,579	8,250	8,985	5,306	8,759	8,492	51,842	70,309	75,849
Other telecommunication and related equipment	74,429	128,143	105,881	60,432	83,437	94,999	587,307	809,295	840,094
Other equipment and tools									
Heating and refrigeration equipment	7,997	9,749	9,248	7,770	9,250	11,009	74,269	85,151	86,262
Cooking equipment for food	1,798	2,237	1,918	1,456	2,092	1,556	13,120	16,845	16,973
Electric lighting and distribution equipment	18,775	26,117	23,568	15,275	15,445	18,791	169,334	184,507	186,029
Navigation equipment and parts	5,124	7,654	15,239	6,732	10,647	12,834	67,703	77,417	87,530
Other measuring, cont. lab. med. and opt. eqp	21,717	41,907	32,408	16,138	25,102	32,101	164,714	235,297	261,107
Hand tools and miscellaneous cutlery	4,058	4,282	3,226	3,958	3,727	3,708	42,428	40,665	29,902
Office machines and equipment	55,089	79,154	83,417	54,078	62,884	72,348	440,830	541,378	585,366
Other equipment and tools	28,922	45,234	39,923	26,562	35,330	36,297	266,101	324,737	323,428
Sub-Total	143,481	216,335	208,948	131,970	164,479	188,645	1,238,501	1,505,998	1,576,597
Apparel and apparel accessories	19,749	25,324	27,126	20,120	20,125	20,535	140,003	160,652	151,773
Footwear	3,570	3,036	5,448	3,178	2,850	4,972	21,861	19,473	25,569
Toys, games, sporting, recreation equipment	13,256	15,046	13,674	11,327	13,194	13,181	73,039	88,335	80,732
Other personal and household goods	16,787	18,633	16,332	14,888	14,121	16,713	145,636	138,111	136,855
Medical and pharm. products, in dosage	6,634	6,813	8,825	5,657	6,468	7,237	50,817	56,322	65,264
Medical, ophthalmic and orthopaedic supplies	3,460	4,601	6,591	3,191	4,725	4,380	29,915	42,868	45,993
Printed matter	18,693	17,166	22,331	16,122	17,435	20,542	129,925	132,631	151,025
Photographic goods	12,815	16,732	11,727	9,230	10,574	10,196	109,005	135,515	124,522
Firearms, ammunition and ordnance	1,034	3,118	3,469	2,688	730	1,435	18,950	32,929	19,346
Containers and closures	10,188	13,059	14,368	9,405	12,079	14,024	89,345	103,536	123,436
Prefabricated buildings and structures	10,204	15,132	8,772	12,310	11,373	11,186	99,250	175,985	129,835
Other end products	133,467	26,308	31,522	72,445	38,491	34,264	710,872	413,849	363,092
Total	1,508,495	2,054,110	2,130,038	1,320,783	1,680,019	2,003,324	13,632,028	16,254,126	18,935,249
Special Transactions, Trade	15,164	52,885	23,647	15,031	63,549	13,850	115,957	507,916	191,406
TOTAL DOMESTIC EXPORTS	1,523,659	2,106,995	2,153,685	1,335,814	1,743,568	2,017,174	13,747,985	16,762,042	19,126,655

* Principal trading areas: see note 9 page 45
Percentage change exceeds 999 percent.

CITY OF NORTH YORK WARDS



Organization Chart



**ORGANIZATION CHART OF THE
CITY OF NORTH YORK**
(EXCLUSIVE OF SPECIAL PURPOSE COMMITTEES)

ELECTION COUNTDOWN

British subjects: In order to be eligible to vote for the members of municipal council or the trustees of a board of education in the November 8th election a person must be a Canadian Citizen or a British subject.

Candidates for municipal council may be either Canadian citizens or British subjects; candidates for boards of education must be Canadian citizens. British subjects are not eligible.

A British subject is defined under the federal Canadian Citizenship Act as a citizen of the Commonwealth. Citizens of Commonwealth jurisdictions who are to be considered British subjects for the purpose of the elections on November 8, follow:

MEMBER COUNTRIES OF THE COMMONWEALTH

Antigua and Barbuda	The Gambia	Maldives
Australia	Ghana	Malta
Bahamas	Grenada	Mauritius
Bangladesh	Guyana	Nauru
Barbados	India	New Zealand
Belize	Jamaica	Nigeria
Botswana	Kenya	Papua New Guinea
Canada	Kiribati	Saint Lucia
Cyprus	Lesotho	Saint Vincent and
Dominica	Malawi	The Grenadines
Fiji	Malaysia	Seychelles
Sierra Leone	Tonga	
Singapore	Trinidad and Tobago	
Solomon Islands	Tuvalu	
Sri Lanka	Uganda	
Swaziland	United Kingdom*	
Tanzania	(includes Channel Islands	
	and Isle of Man)	
	Vanuatu	
	Western Samoa	
	Zambia	
	Zimbabwe	

DEPENDENCIES AND ASSOCIATED STATES OF MEMBER NATIONS

Australia

Australian Antarctic Territory
Christmas Island
Cocos (Keeling) Islands
Coral Sea Islands Territory
Heard Island
and McDonald Islands
Norfolk Island
The Territory of Ashmore and
Carter Islands

New Zealand

Cook Islands
Niue
Ross Dependency
Tokelau Island

United Kingdom

Anguilla
Bermuda
British Antarctic Territory
British Indian Ocean Territory
British Virgin Islands
Brunei
Cayman Islands
Falkland Islands and Dependencies
Gibraltar
Hong Kong
Montserrat
Pitcairn Islands Group
Saint Christopher (St. Kitts) and
Nevis
Saint Helena and Dependencies
(Ascension and Tristan da Cunha)
Turks and Caicos Islands

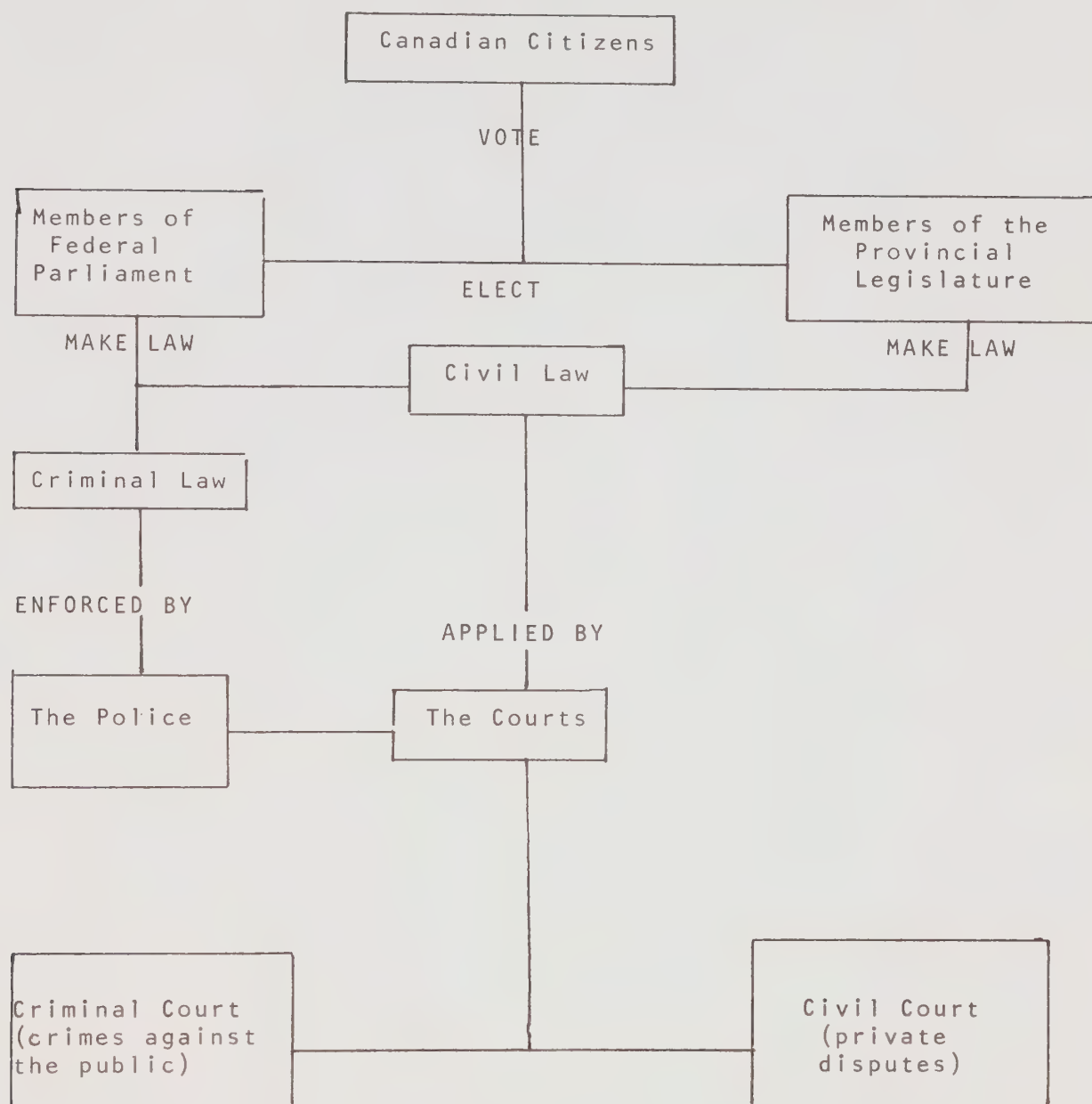
In summary citizens of all the above jurisdictions are eligible to vote for municipal council and boards of education, and to hold office on municipal council. Canadian citizens only are eligible to hold office as a school trustee.

Note: The above information has been forwarded to municipal clerks by the Ministry of Revenue with the Preliminary List of Electors. For further information contact the Clerk of the municipality or the nearest Field Office of the Ministry of Municipal Affairs and Housing.

Ministry of Municipal Affairs
and Housing
Mowat Block
Queen's Park
Toronto, Ontario
M7A 1C2

CANADIAN LEGAL SYSTEM

HOW THE LAW IS MADE AND ENFORCED



Source: Law Skills for Life Skills
Community Legal Foundation, Ontario

Questions for practice testing - printed on cards

- 1) What's your name?
- 2) Where do you live?
- 3) Do you like (city/town)?
- 4) How many languages do you speak?
- 5) Is your family in (city/town) with you?
- 6) How many people are in your family?
- 7) Do you have any children?
- 8) You have three children?
- 9) How old are your children?
- 10) Where were your children born?
- 11) Your children were born in Canada?
- 12) Are your children in school?
- 13) How do your children like school?
- 14) When did you come to Canada?
- 15) How long have you been in Canada?
- 16) You've been in Canada a long time?
- 17) Where did you get married?
- 18) You got married in Canada?
- 19) How long have you been married?
- 20) Are you working now?
- 21) You're not working now?
- 22) Do you have a job?
- 23) Is your husband/wife working?
- 24) Where do you work?
- 25) What do you do for a living?
- 26) Do you like your work?

- 27) What do you do at work?
- 28) Can you describe your job?
- 29) Q. What are some of your privileges as a citizen?
- A. Voting, carrying a Canadian passport, applying for certain jobs, running for political positions in the federal government.
30. Q. What are some of your responsibilities as a citizen?
- A. Being loyal to Canada, respecting the rights and property of others, acting within the law, voting in elections.

QUESTIONS FOR PRACTICE TESTING

- (1) Q. What country are you from?
- (2) Q. Why did you come to Canada?
- (3) Q. Is your country older than Canada?
- (4) Q. Can you name two holidays in Canada?
A. Victoria Day, Canada Day, Labour Day, Thanksgiving Day, and Remembrance Day.
- (5) Q. What holiday is May 24th?
A. Victoria Day.
- (6) Q. When is Canada Day?
A. July 1st.
- (7) Q. What do we celebrate on July 1st?
A. Canada's birthday. We call it Canada Day.
- (8) Q. What happened in 1867?
A. 1867 is the year of Confederation when Canada became a country.
- (9) Q. What provinces first joined Confederation?
A. Ontario, Quebec, Nova Scotia, New Brunswick.
- (10) Q. What was the last province to join Confederation?
A. Newfoundland.
- (11) Q. When did Newfoundland join Confederation?
A. 1949.
- (12) Q. Does Canada have its own Constitution?
A. Yes. There's also a Charter of Rights and Freedoms.

- (13) Q. When did Canada get its own Constitution?
A. 1982.
- (14) Q. Who are the First Nations?
A. The Indians and the Inuit - the first people to live in Canada.
- (15) Q. Where did the early European settlers live?
A. Eastern and central Canada.
- (16) Q. How did the early European settlers make a living?
A. By growing food and by trading with the Indians.
- (17) Q. What province is mostly French?
A. Quebec.
- (18) Q. How did Quebec become French-speaking?
A. The first Europeans who lived there were French.
- (19) Q. What are the two official languages in Canada?
A. English and French.
- (20) Q. Who was the first Prime Minister of Canada?
A. Sir John A. McDonald.
- (21) Q. What does the Canadian flag look like?
A. It's red and white with a maple leaf.
- (22) Q. What are some of your rights in Canada?
A. The right to vote, the right to move freely in the country, the right to equal treatment by government.
- (23) Q. What are some of your basic freedoms in Canada?
A. Freedom of religion, freedom of expression, freedom to form labour unions and political groups.
- (24) Q. How are your rights and freedoms protected?
A. By the Charter of Rights and Freedoms.

QUESTIONS FOR PRACTICE TESTING

- (1) Q. How do you like the weather here?
- (2) Q. Canada is a lot colder than your country.
- (3) Q. How do you find the weather?
- (4) Q. Have you been to any other parts of the country?
- (5) Q. Where are the Prairies?
A. Alberta, Saskatchewan, Manitoba.
- (6) Q. What are the Maritime Provinces?
A. Newfoundland, Nova Scotia, Prince Edward Island, and New Brunswick.
- (7) Q. What province is on the Pacific Ocean?
A. British Columbia.
- (8) Q. How many Great Lakes border Ontario?
A. 3 - Lake Ontario, Lake Huron, Lake Erie.
- (9) Q. What are the two territories in the north?
A. Northwest Territories and the Yukon.
- (10) Q. What country is to the south of Canada?
A. The United States.
- (11) Q. What's the population of Canada?
A. About 23 million.
- (12) Q. How many people live in Canada?
A. About 23 million.
- (13) Q. Where do most of the people in Canada live?
A. In the southern part of the country.

- (14) Q. What's the population of Ontario?
A. About 8 million.
- (15) Q. How many people live in your city?
- (16) Q. What are some of Canada's natural resources?
A. Oil, coal, gas, forests, fish, minerals, farmland.
- (17) Q. Where is fishing an important industry?
A. In British Columbia and the Maritime Provinces.
- (18) Q. Where is oil an important industry?
A. Alberta.
- (19) Q. Does Ontario have oil and gas fields?
A. No.
- (20) Q. What kind of minerals does Ontario have?
A. Iron, copper, zinc, nickel, silver.
- (21) Q. Where does Canada grow wheat?
A. On the prairies (Manitoba, Saskatchewan, Alberta).
- (22) Q. What are some of Canada's exports?
A. Wheat, oil, coal, gas, minerals, lumber, fish, meat.
- (23) Q. Can you name one river in Canada?
A. St. Lawrence River, Fraser River, Mackenzie River.
- (24) Q. What ocean is on the east coast?
A. The Atlantic ocean.
- (25) Q. What ocean is on the west coast?
A. The Pacific ocean.
- (26) Q. What ocean is to the north?
A. The Arctic ocean.

(27) Q. How many provinces are there?

A. Ten.

(28) Q. What's the capital of Canada?

A. Ottawa.

(29) Q. What's the capital of Ontario?

A. Toronto.

(30) Q. Can you name the capital of any 3 provinces?

Questions for Practice Testing

1. Q. What is your federal representative called?
A. MP - Member of Parliament.
2. Q. What is your provincial representative called?
A. MPP - Member of Provincial Parliament.
3. Q. What is your municipal representative called?
4. Q. What is your representative on the school board called?
A. Trustee.
5. Q. What is the head of your city called?
A. Mayor
6. Q. What are the official political parties in Canada?
A. Liberal, New Democratic Party, Progressive Conservatives.
7. Q. What party is in power in the federal government?
8. Q. What party is in power in Ontario?
9. Q. Which government is responsible for education?
A. Provincial government.
10. Q. Which government is responsible for health?
A. Provincial government.
11. Q. Which government is responsible for immigration?
A. Federal government.
12. Q. Who represents the Queen in the federal government?
A. Governor-General.

13. Q. Do provincial governments have senators?
A. No. Only the federal government has senators.
14. Q. Who represents the Queen in the provincial government?
A. Lieutenant-Governor.
15. Q. What can your elected representatives do for you?
A. They can help with government services or with a problem in a government department.
16. Q. What does the Senate do?
A. It examines and approves bills in the federal government.
17. Q. What does the House of Commons do?
A. It makes laws, investigates problems, makes crown corporations.
18. Q. What can you do if you want some action from the government?
A. Talk to your representative, write letters, join or support a group.
19. Q. What can you do if you don't agree with a new bill?
A. Talk to your representative, write letters, address the government committee working on the bill, join or support a group.
20. Q. Who is the Governor-General of Canada?
21. Q. Who is the Lieutenant-Governor of Ontario?
22. Q. Who is the Prime Minister? What party does he belong to?
23. Q. What party is the official opposition in the federal government?
Who is the leader of that party?
24. Q. Who is your MP?

25. Q. Who is the Premier of Ontario? What party does he belong to?
26. Q. What party is the Official Opposition in Ontario?
Who is the leader of that party?
27. Q. Who is your MPP?
28. Q. What city do you live in?
Who is the head of the government? (Mayor, Reeve, Chairman)
29. Q. Who is your municipal representative?
30. Q. Who is your school trustee?

ADDITIONAL RESOURCES

The following list provides some books, places and people to help you extend the units or build contact activities.

ESL Materials and Services

- updated yearly
- Materials and services available from the Newcomer Services Branch

- Newcomer Services Branch
Ministry of Citizenship & Culture
5th Floor
77 Bloor Street West
Toronto, Ontario M7A 2R9
(416) 965-2285

Citizenship Education with Newcomers
Resource List for ESL Citizenship
Education for Hearing-Specific Classes

- October 1982
- Hearing-specific resource list for teachers

- Newcomer Services Branch
Ministry of Citizenship & Culture

Citizenship Resources for ESL Teachers

- 1980 list with 1982 update
- expanded list of materials relating to history, geography, government, native peoples, and culture of Canada

- Newcomer Services Branch
Ministry of Citizenship & Culture

Newcomers Guide to Services in Ontario

- mini-guides have information about taking out citizenship in many different languages
- previous editions have detailed information on geography, civics, responsibilities and history, available in 10 languages

- Newcomer Services Branch
Ministry of Citizenship & Culture

Newcomer News

- published twice monthly during school year
- graded English newspaper
- class sets available in Ontario only
- 1983/84 editions will have special articles on the history of Ontario

- Newcomer Services Branch
Ontario Welcome House
454 University Avenue
Toronto, Ontario M5G 1R6
Contact: Joan Freedman, editor
(416) 965-0829

Additional Resources - Cont'dMulticultural Information: A Selected Bibliography of Ministry Materials

- September, 1982
- books and periodicals on multiculturalism available on loan to Ontario Residents from the Ministry Resource Library

- Citizenship Development Branch
Ministry of Citizenship & Culture
5th Floor
77 Bloor Street West
Toronto, Ontario M7A 2R9
(416) 965-6621

Ontario Ethnocultural Profiles

- for each ethnic group in Ontario:
 - brief history of native country
 - history of ethnic group in Canada

- Resource Centre
Ministry of Citizenship & Culture
9th Floor
77 Bloor Street West
Toronto, Ontario M7A 2R9
(416) 965-6763

Chinese Canadian History
Chinese Canadian Community
Chinese Canadian Family

- one example of the cultural and social history of an ethnic group
- materials prepared by members of the Chinese community

- Chinese Interpreter & Information Services
c/o Resource Kit Project
58 Cecil Street
Toronto, Ontario M5T 1N6

Themes for Learning and Teaching

- ESL Core Group, 1979
- eight themes with a unit on Immigration and Citizenship
- functional language, grammar, activities
- develop critical thinking

- ESL Core Group
c/o CIRCLE
St. Stephen's Community House
91 Belevue Avenue
Toronto, Ontario M5T 2N8

Law Skills for Life Skills

- Canadian Legal System
- written for ESL learners
- Immigration & Citizenship
- access to the law

- Community Legal Education Ontario
62 Noble Street
Toronto, Ontario M6K 2C9

Additional Resources - Cont'd

Making Changes: May Ann Kainola

- good ideas for working with small groups
- brainstorming, role plays, using a resource person, evaluation

- Cross Cultural Communication Centre
1991 Dufferin Street
Toronto, Ontario M6E 3P9

CONTACT - Terry Loughrey & David Smith

- excellent resource for developing contact activities
- sample lessons, problems to be aware of, language exercises, flow charts
- from beginner to advanced

- Vancouver Community College
Continuing Education
100 West 49th. Avenue
Vancouver, B.C. V5V 2Z6

Information, Brochures, Guests: Try

- Statistics Canada
- Metropolitan Toronto Library
- Citizenship Court
- City Hall and Ontario Ministries at Queen's Park
- The elected representatives in your district

NAME ON ENTRY TO CANADA

DATE OF ENTRY

D

M

Y

IS YOUR SPOUSE A CANADIAN CITIZEN?

☐

NO

☐

YES

☐

BY NATURALIZATION

☐

BY BIRTH

NAME ON CERTIFICATE

CERTIFICATE No.

DATED

D

M

Y

8. HAVE YOU APPLIED FOR CANADIAN CITIZENSHIP BEFORE?

☐

NO

☐

YES

GIVE DETAILS OF THE PREVIOUS APPLICATION.

SOURCE: Secretary of State

1. SURNAME		GIVEN NAME(S)			
PLACE AND COUNTRY OF BIRTH		BIRTH-DATE	D	M	Y
SEX <input type="checkbox"/> M <input type="checkbox"/> F		HEIGHT CM	COLOUR OF EYES		
ADDRESS IN FULL (POSTAL CODE)			TELEPHONE No. AREA CODE BUSINESS RESIDENCE		
OCCUPATION		NATIONALITY			

3. MARITAL STATUS

<input type="checkbox"/> SINGLE	<input type="checkbox"/> MARRIED	<input type="checkbox"/> WIDOWED
<input type="checkbox"/> DIVORCED	<input type="checkbox"/> SEPARATED	

PLACE AND COUNTRY OF MARRIAGE	DATE OF MARRIAGE D M Y
-------------------------------	-------------------------------

IF EVER MARRIED, GIVE FULL PARTICULARS OF SPOUSE, IF MARRIED MORE THAN ONCE GIVE FULL DETAILS OF EACH MARRIAGE.

SURNAME (MAIDEN NAME)

GIVEN NAME(S)

PLACE AND COUNTRY OF BIRTH

DATE OF BIRTH: D | M | Y |

- Introduce yourself to the class
- Check off (✓) the names of the other participants after they introduce themselves.

Surname/Family Name/ Last Name	Given Name/First Name	Mr./Mrs./Miss/Ms.

How do you say CITIZENSHIP in your Language?

- Find your language on the collage.
- Write CITIZENSHIP in your language if it is not here.

CÔNG DÂN
CIUDADANÍA
Cidadania
Гражданство
시민권
STAATSANGEHÖRIGKEIT
جنسية
Cittadinanza
Citizenship
DIRZAVJANSVO
Закладочка
公民權
WARGA NEGARA
ὕπηκοότητα
ALLAMPOLGÁRSAG
CETĀTENIE
ΥΠΗΚΟΟΤΗΤΑ
kansalaisuus
citoyenneté
OBYWATELSTWO
DRCANSTVI

- Write three or four things you did as a citizen in your country of birth.

- Get ready to give your ideas to the whole class.

Responsibilities and Privileges

- Use the ideas from the class discussion.
- Decide if each one is a responsibility or a privilege of a citizen.
- Write it under one of the columns below.
- Do you think some privileges are also responsibilities? If so, draw an arrow (→) from one column to another).

CITIZENSHIP

RESPONSIBILITIES

- obeying the law

PRIVILEGES

- having a passport



- Turn to pages 4 and 5 in The Canadian Citizen.
- Compare your list with the privileges and responsibilities given there. Did you think of more? Did you miss any?

Unit 2: PERSONAL INFORMATION
Worksheet #1

Application Section:

QUESTIONS

#1

What's your surname (family or last name?)
Your given names (first name)
Where were you born?
What's your date of birth?
Male or Female?
Height? (How tall are you?)
Colour of eyes?
What's your address?
And postal code?
What's your telephone number and area code at
work?
At home?
What's your occupation?
What's your nationality?

#3

What's your marital status (Are you married,
single, divorced, separated, widowed?)
Are you married?
Where did you get married?
When did you get married?
Have you ever been married?
I'd like your husband's name or I'd like your
wife's maiden name.
What's his/her surname (family name)?
Given names (first name)
Where was he/she born?
What's his/her date of birth?
What name did he/she give to immigration?
When did he/she enter Canada?
Is he/she a Canadian citizen?
How did he/she get citizenship?
by natrualization?
by birth?
What is the name on his/her certificate?
What is the number of the certificate?
What is the date of the certificate?

#8

Have you applied for Canadian citizenship before?
When did you apply before?
Where did you apply?
Why are you applying again?

PLEASE PRINT CLEARLY

Unit 2: PERSONAL INFORMATION
Worksheet #1A

1. Surname - Nom de famille

Given name(s) - Prénom(s)

Place and country of birth - Lieu et pays de naissance

Birth-date-de naissance
D-J M Y-A

Sex - Sexe
M ☐ F ☐

Height-Taille
cm

Colour of eyes - Couleur des yeux

Address in full (Postal Code) - Adresse au complet (Code postal)

Telephone No. - N° de téléphone

Area - Région Business - Bureau

Residence - Domicile

Occupation - Profession

Nationality - Nationalité

3. Marital Status - Etat civil:

☐ Single
Célibataire ☐ Married
Marié(e) ☐ Widowed(er)
Veuf(ve) ☐ Divorced
Divorcé(e) ☐ Separated
Séparé(e)

Place and country of marriage - Lieu et pays de mariage

Marriage-date-de mariage
D-J M Y-A

If ever married, give full particulars of spouse. If married more than once give full details of each marriage.

Si vous avez déjà été marié(e), veuillez donner les renseignements nécessaires au sujet de votre conjoint. Si vous êtes marié(e) plus d'une fois, veuillez donner les renseignements voulus concernant chaque conjoint.

Surname (Maiden name) - Nom de famille (Nom de jeune fille) Given Name(s) - Prénom(s)

Place and country of birth - Lieu et pays de naissance

Birth-date-de naissance
D-J M Y-A

Name on entry to Canada - Nom lors de l'entrée au Canada

Entry - date - de l'entrée
D-J M Y-A

Is your spouse a Canadian citizen? - Le conjoint est-il citoyen canadien?

☐ No - Non ☐ By Naturalization
Par naturalisation ☐ Yes-Oui ☐ By Birth-De naissance

Name on Certificate - Nom sur le certificat indiqué

Certificate No. - N° du certificat

Dated - Daté
D-J M Y-A

8. Have you applied for Canadian citizenship before?

☐ No - Non ☐ Yes - Oui

Avez-vous déjà présenté une demande de citoyenneté canadienne?

Give details of the date, place and disposition of the previous application.

Veillez indiquer la date et le lieu de la présentation de la demande ainsi que la suite donnée à celle-ci.

Sample questions from application form

SOURCE: Secretary of State

SELF-ASSESSMENT

Decide how well you can use the English you have learned:

	Easily	With Some Difficulty	With Great Difficulty	Not At All
1. I can say my name, address and date of birth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can spell my name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can describe the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can talk about the members of my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can talk about the differences between citizenship in my own country and in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can talk about some of the responsibilities of a citizen in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can ask for clarific- ation of something I don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can ask for repe- tition of a question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can ask for the spelling of a word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can ask other people for their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I know the meaning of these words.				
SURNAME	YES	_____	NO.	_____
GIVEN NAMES		_____		_____
MAIDEN NAME		_____		_____
SPOUSE		_____		_____
PRIVILEGES		_____		_____
RESPONSIBILITIES		_____		_____

Canadian history is made by all of us. Let's begin our look at Canada with the present and with the participants of the course.

- Ask each other for the information needed to complete Chart #1.
- Write down the information given by each person.

COMING TO CANADA

NAME	COUNTRY OF BIRTH	REASON FOR IMMIGRATION	DATE OF ARRIVAL	CITY OF 1ST. RESIDENCE

Immigration to Canada and Ontario

- Look at the Immigration statistics for 1982 on Table #1.
- Find your country and write the number of immigrants to Canada.

TABLE #1

1982			1982		
	<u>CANADA</u>	<u>ONTARIO</u>		<u>CANADA</u>	<u>ONTARIO</u>
ARGENTINA	662	323	LEBANON	1,175	358
AUSTRALIA	556	173	MEXICO	489	223
BELGIUM	738	145	NETHERLAND	1,802	676
CHILE	990	342	NEW ZEALAND	347	93
CHINA	3,532	1,259	PAKISTAN	844	470
EGYPT	826	328	PHILLIPINES	4,908	1,968
EL SALVADOR	792	223	POLAND	8,134	4,009
ENGLAND	13,113	6,457	PORTUGAL	1,351	691
FRANCE	2,352	256	SOUTH AFRICA		
GERMANY (FED.			(REP. OF)	978	556
REP. OF)	4,349	2,029	SOUTH KOREA	1,461	795
GREECE	855	421	SPAIN	428	113
GUYANA	3,402	2,815	SWEDEN	238	124
HAITI	3,375	80	SWITZERLAND	784	301
HONG KONG	6,378	2,753	TAIWAN	545	273
INDIA	7,535	3,213	TRINIDAD	979	650
IRAN	1,160	522	TURKEY	701	313
IRELAND (REP.OF)	620	301	USSR	369	189
ISRAEL	1,377	726	UNITED STATES	8,945	3,715
ITALY	1,472	793	YUGOSLAVIA	757	544
JAMAICA	2,519	1,995	VIETNAM	5,791	2,016
JAPAN	625	243			
Employment and Immigration Canada			TOTALS	119,018	52,354

- Look at Scale #1 and answer questions 1 and 2 below.

Scale #1

Sweden:
238 immigrants

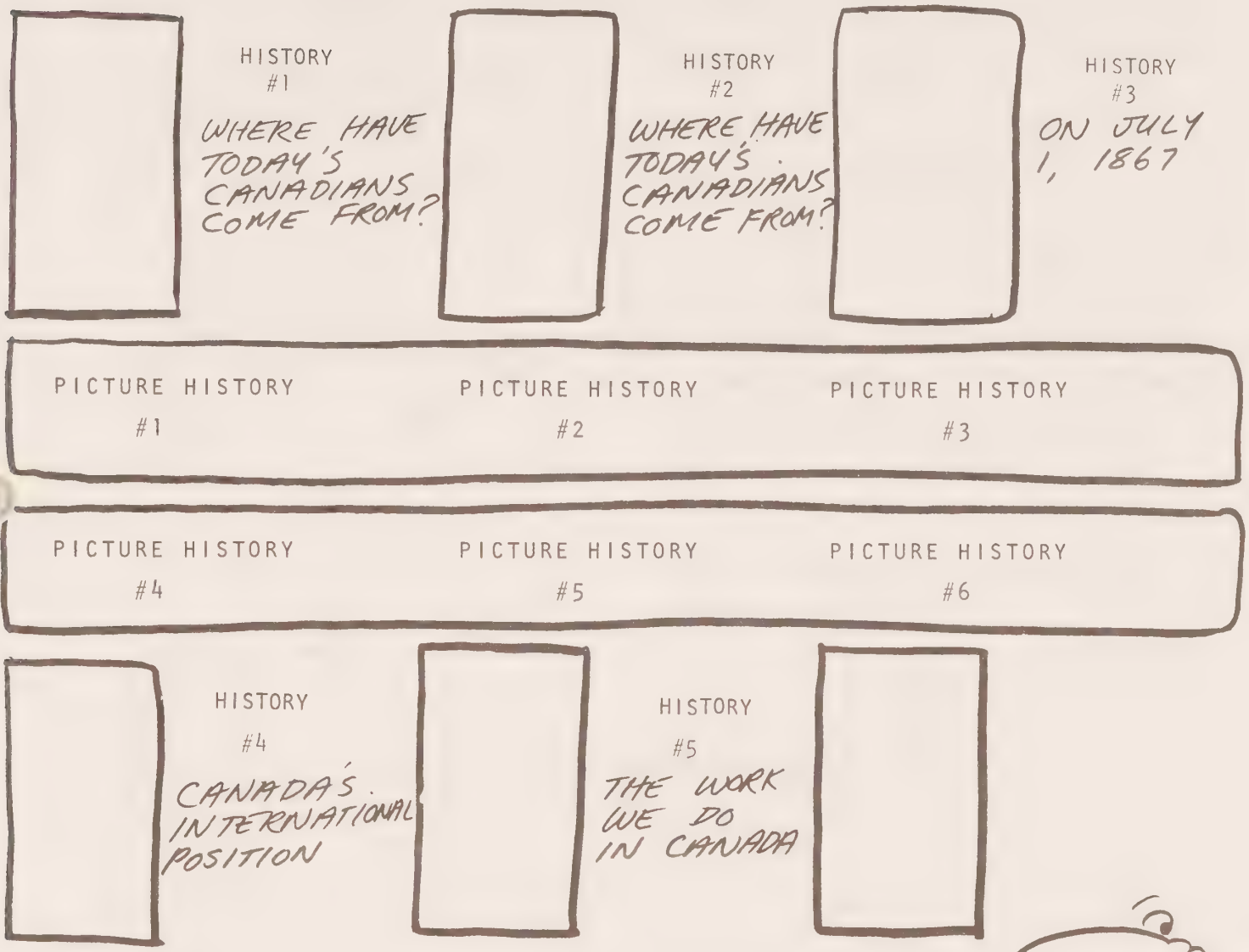
England:
13,113 immigrants

LOW									HIGH
1	2	3	4	5	6	7	8	9	10

1. Where does your country belong on the scale?
2. Why are the number of immigrants from your country at that level? Think of political, economic and/or social reasons.

- Open your folder A LOOK AT CANADA to the history side.
- Number the sections on your folder to match the diagram below.

DIAGRAM #1



The First Nations - Inuit and Indian

- Find Picture History #1.
- Fill in Chart #2 with information from the picture.

The First European Settlers

- Find History #1.
- Look for the specific information needed to complete the second section of Chart #2.

English-speaking Settlers

- Find History #2
- Look for the specific information needed to complete the third section of Chart #2.

CHART #2

PEOPLE	COUNTRY OF ORIGIN	DATE OF ARRIVAL	SETTLED IN	TYPE OF WORK
INUIT & INDIAN				
FIRST EUROPEAN SETTLERS				
ENGLISH - SPEAKING SETTLERS				

The Economic Picture

- Chart #3 gives information about the economies of the First Nations and the European settlers.
- Look over the headings for each column.
- Refer to this chart to answer the questions on Worksheet #5-A
- Choose a recorder to write down the ideas from your group.

CHART #3

CHART #3			
INUIT & INDIAN		EARLY FRENCH COLONIES	LATER FRENCH & ENGLISH COLONIES
WHAT WAS PRODUCED	NECESSITIES FOR LIFE - FOOD - CLOTHING - SHELTER	AGRICULTURAL PRODUCTS EXPORT PRODUCTS - FURS - FISH	AGRICULTURAL PRODUCTS EXPORT PRODUCTS - FURS - FISH - MINERALS
WHO PRODUCED IT	INUIT AND INDIANS - WORKING IN FAMILY OR TRIBAL UNITS	- PEASANT FRENCH FARMERS - INDIANS WHO TRADED WITH THE FRENCH	- FRENCH & ENGLISH COLONISTS - INDIANS WHO TRADED WITH THE FRENCH & ENGLISH
WHAT RESOURCES WERE USED	NATURAL RESOURCES (LAND, ANIMALS, PLANTS, TREES, SNOW, ICE, ETC.)	NATURAL RESOURCES - (LAND, ANIMALS, PLANTS, TREES, SNOW, ICE, ETC.)	NATURAL RESOURCES - (LAND, ANIMALS, PLANTS, TREES, SNOW, ICE, ETC.)
WHO USED THE PRODUCTS	INUIT AND INDIANS	- TRADERS WHO BOUGHT THE FUR & FISH AND SOLD THEM TO EUROPEANS - FRENCH LORDS WHO OWNED THE LAND - PEASANT FRENCH FARMERS	- TRADERS WHO BOUGHT THE FUR & FISH AND SOLD THEM TO EUROPEANS - FRENCH & ENGLISH COLONISTS

- Use Chart #3 and the pictures below to answer the following questions:
 1. What did the early European settlers find in Canada that helped them survive and make a living?
 2. What are some important economic changes that took place when the Europeans arrived?
 - Compare the Inuit and Indian economy with the early French and English. The sections "Who Produced It" and "Who Used the Products" will help you see the differences.
 3. What conflicts can you predict took **place**? Do any of these conflicts still exist today?



On this date four provinces united to form Canada. The first Prime Minister of Canada was John A. McDonald.

- Look at Picture History #5 - Fathers of Confederation.
- Fill in Chart #4 with the information from the picture.

[illegible]

- Check over your answers with the other members of your group.

Canadian Affairs - National and International

- Think of one important event that took place in Canada in the last 10 years and changed the economic, political or social life.
- Write it in the correct category on Chart #5.
- Think of one important international event that involved Canada.
- Write it in the correct category on Chart #5.

CHART #5

<u>NATIONAL</u>		<u>INTERNATIONAL</u>	
<u>EVENT</u>	<u>DATE</u>	<u>EVENT</u>	<u>DATE</u>
1.		1.	
2.		2.	
3.		3.	

- Look at Picture History #5 to find some other important events in recent history.
- Decide as a group on two or more events for the national and international categories.
- Write them on Chart #5.

If you would like more information about recent events, check NEWCOMER NEWS, July 1982, page 5, beginning with World War II.

Canada's Constitution

In December 1981 the Canadian Parliament passed the Constitution Act. This Act changed the Constitution that was originally made at the time of Confederation in 1867.

- Read over Chart #6 and mark if there has been a change or not.

CHART #6

	1967-1981	1982	CHANGE	
<u>NAME</u>	BRITISH NORTH AMERICA ACT	CONSTITUTION ACT 1982 AND THE CHARTER OF RIGHTS AND FREEDOMS	YES	NO
<u>GOVERNMENT</u>	PARLIAMENTARY SYSTEM	PARLIAMENTARY SYSTEM	<input type="checkbox"/>	<input type="checkbox"/>
<u>POWER TO CHANGE THE CONSTITUTION</u>	BRITISH PARLIAMENT	CANADIAN FEDERAL AND PROVINCIAL GOVERNMENTS	<input type="checkbox"/>	<input type="checkbox"/>

Rights and Freedoms

- Find the article, "Canadian Charter of Rights and Freedoms" in NEWCOMER NEWS, page 2.
- Read over the headings in the article.
- List the individual rights and freedoms in the categories below.
- Read for more information only if you do not understand a specific right or freedom.
- Choose a recorder for your group.

FUNDAMENTAL FREEDOMS

GUARANTEED RIGHTS

Rights and Freedoms

You probably know many of the rights and freedoms that are guaranteed in the Charter of Rights.

- Choose a recorder for your group.
- List the rights and freedoms that you already know.
- Use the following questions to help you identify some of the rights/freedoms.
 - Can you practice whatever religion you choose?
 - Can you openly express your opinions about Canada by writing a letter to the newspaper?
 - Can you call a meeting to tell people what you think about an issue?
 - Can you form a union of workers?
 - Can you move to another province to work?
 - Can you be arrested without being told why?
 - Can a woman be refused a job just because she's a woman?
 - Can you ask for a hearing in French if you have to go to court?

Rights and Freedoms:

History in Our Holidays

Your folder arranges Canada's history according to the holidays we celebrate.

To fill in Chart #7:

- Find the date and the holiday in each History section.
- Look for the provinces which celebrate the holiday and why.
- Discuss with your group the answers for the last column, "How Canadians Celebrate".

CHART #7

HISTORY SECTION	DATE & HOLIDAY	CELEBRATED IN WHICH PROVINCES	WHY	HOW DO CANADIANS CELEBRATE IT?
1.				
2.				
3.				
4.				
5.				

- Answer the following questions:

1. Which holiday in Canada is similar to a holiday in your own culture?
How is the holiday celebrated in your culture? What did you
used to enjoy most about the celebration?
2. Do Canadians celebrate holidays in much the same way that you used
to?

SELF-ASSESSMENT FORM

- Decide how well you can use the English you have learned.

	Easily	With some difficulty	With great difficulty	Not at all
1. I can explain the reasons why I came to Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can talk about the Inuit and the Indians - their work and where they lived.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the early French and English settlers - their work and where they lived.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can pronounce the names of all the provinces and territories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can mention some of my rights as a Canadian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can find the information I need on a table/chart/graph.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can understand the important information on the folder, <u>A Look at Canada</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can express my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can give reasons for my opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can ask other people for their opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can agree and disagree with other people's opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can ask for the definition of words or phrases that I don't understand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF ASSESSMENT FORM

	<u>YES</u>	<u>NO</u>
14. I know the meaning of these words:		
NATURAL RESOURCES	_____	_____
FIRST NATIONS	_____	_____
SETTLE-SETTLER	_____	_____
IMPORT	_____	_____
EXPORT	_____	_____
FURS	_____	_____
AGRICULTURE	_____	_____
ECONOMY	_____	_____
MAKE A LIVING	_____	_____
CONFEDERATION	_____	_____
FREEDOMS	_____	_____
RIGHTS	_____	_____
GUARANTEED	_____	_____

A LOOK AT CANADA'S GEOGRAPHY

- Open your folder A Look at Canada to the map side.
- Number the maps on your folder to match the diagram below.



I'D LIKE TO LIVE...

Do you like the mountains, the ocean, a lake or flat land?

- Read the legend for Map #3.
- Find the colours that mark areas of high mountains.
- Decide where you would like to live and check it off on Chart #1.
- Ask each other and fill in the chart.
- Find the provinces that match your favorite environment. Use maps #3 and #7.

CHART #1

I'D LIKE TO LIVE...

NAME	NEAR THE MOUNTAINS	ON THE PRAIRIES	NEAR THE OCEAN	NEAR A LAKE	PROVINCE

What's Your Picture of Canada?

- Answer the following questions to find out how much you already know about Canada.
- 1. The population of Canada is about _____
- 2. The province with the smallest population is _____
- 3. The province with the largest population is _____
- 4. Do most people live in northern or southern Canada? _____ Why? _____
- 5. Which city has the mildest climate: Vancouver, Halifax, Toronto? _____
- 6. How many provinces are there? _____
- 7. The Prairie Provinces are _____
- 8. The Maritime Provinces are _____
- 9. Canada's main natural resources are _____

- 10. Canada's main exports are _____

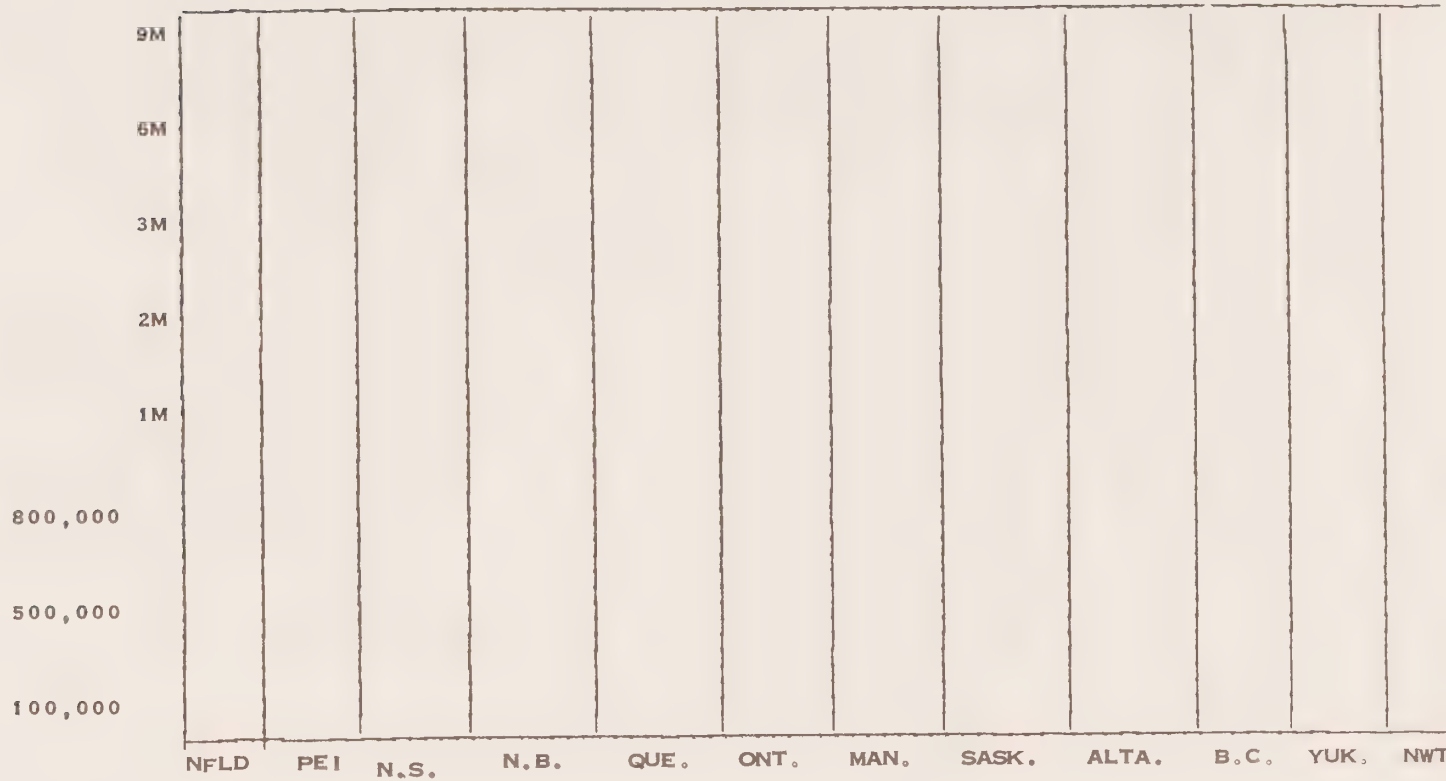
- 11. Some of Canada's bodies of water are:
Oceans: _____
Rivers: _____
Lakes: _____

If there are questions your group couldn't answer, don't worry. You'll discover the answers as you work through this unit on population, climate and economy of Canada.

POPULATION

- Take turns asking for the population of each province.
- Shade in the population level. Follow the example demonstrated by the teacher.

GRAPH 1 - POPULATION DISTRIBUTION



Population

- Use the most recent statistics, that is the 1981 column, for each province.
- Answer the questions from your group by giving the population for each province.

TABLE #1

POPULATION FOR CANADA AND PROVINCES, 1976 & 1981

CANADA AND PROVINCES	1976	1981	% CHANGE
CANADA	22,992,604	24,343,181	5.9
NEWFOUNDLAND	557,729	567,681	1.8
PRINCE EDWARD ISLAND	118,229	122,506	3.6
NOVA SCOTIA	828,571	847,442	2.3
NEW BRUNSWICK	677,250	696,403	2.8
QUEBEC	6,234,445	6,438,403	3.3
ONTARIO	8,264,465	8,625,107	4.4
MANITOBA	1,021,506	1,026,241	0.5
SASKATCHEWAN	921,323	968,313	5.1
ALBERTA	1,838,037	2,237,724	21.8
BRITISH COLUMBIA	2,466,608	2,744,467	11.3
YUKON	21,836	23,153	6.0
NORTHWEST TERRITORIES	42,609	45,741	7.4

SOURCE: *Statistics Canada*
CENSUS 1981

Population and Climate

- Look at Map #1 and check off the correct answers to the following question:

- Which part of the country do most Canadians live in?

the northern part ☐ the southern part ☐

- Find the three largest population areas on Map #1.
- Match those areas with the same areas on Map #2.
- Write the names of the three regions from Map #2.

Climate often determines where people live.

- Look at Map #2
- Find the range of temperatures for each region.
- Answer the questions below.

1. What region has the highest summer temperature?

2. What region has the lowest summer temperature?

3. What region has the lowest winter temperature?

4. What region has the mildest winter?

5. What region has the most rain?

Climate and Agriculture

Climate also determines the amount and the type of food that people can grow.

- Answer the following questions:

1. What kind of climate is necessary for a good crop?

2. What areas in Canada have the right climate? Use Map #2

- Check Map #4 to see if you are correct. Agricultural areas are in dark yellow.

Canadian Content in our Food

- Brainstorm with the other members of your group on food products in Canada.
- List as many food products as you can that come from the areas listed below.

Food Products

Southern British Columbia

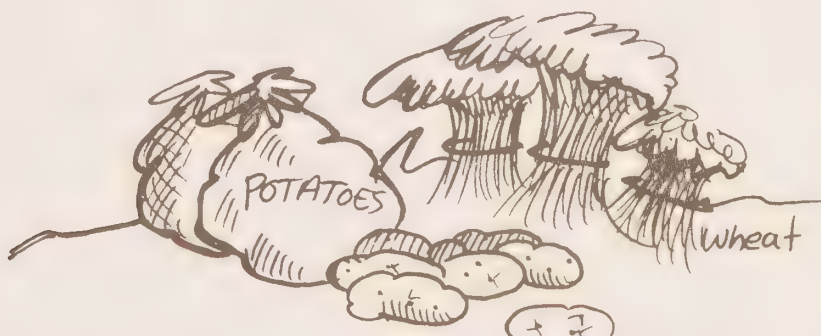
Southern Alberta, Saskatchewan
and Manitoba

Southern Ontario and Quebec

New Brunswick

Nova Scotia

Prince Edward Island



Food Costs Across Canada

- Look at Table #2. The numbers are the costs of food for a family of four for one week.
- Read down the column of cities. Each city with an asterisk (*) is the capital of a province or territory.
- Write the province or territory next to the city. Use Map #7 for help.

TABLE #2

AGRICULTURE CANADA'S FOOD BASKET: CITY AVERAGE WEEKLY COST FOR A SAMPLE FAMILY OF 4

<u>PROVINCE</u>	<u>CITY</u>	<u>SEPT. 1982</u>	<u>DEC. 1982</u>	<u>MARCH 1983</u>	<u>MAY 1983</u>
	* St. John's	\$ 88.10	\$ 86.45	\$ 87.89	\$ 86.43
	* Charlottetown	82.91	80.26	81.56	83.50
	* Halifax	78.77	78.68	81.18	83.67
	Saint John	85.11	82.26	84.48	86.85
	* Quebec	84.98	83.78	83.25	87.47
	Montreal	82.16	82.15	82.34	87.01
	* Toronto	82.28	82.02	83.86	87.86
	* Winnipeg	79.47	79.20	80.23	84.14
	* Regina	87.76	89.28	90.41	93.02
	* Edmonton	84.58	83.52	84.43	86.80
	Vancouver	85.77	87.37	86.72	89.95
	* Whitehorse	112.84	111.50	111.04	116.54
	* Yellowknife	115.10	118.64	122.42	136.74

Family of Four: man (25-49 years), woman (25-49 years), boy (13-15 years) and girl (7-9 years).

Source: Agriculture Canada

- Find the capitals of British Columbia and New Brunswick on Map #7.

- Look at the most recent statistics on Table #2 and answer these questions.
 1. Where does a family pay more than \$100/week for food.

 2. Why is food so expensive in these cities?

The Economic Picture

The economy also helps to determine where people live. Canada's resources, jobs and population are all related.

- Read the legend on Map #4.
- Answer these questions:
 1. Which region has the largest manufacturing area? _____
 2. Which region has the largest mining area? _____
 3. Which region has the most oil fields? _____
 4. Which region has the most gas fields? _____
- Look at Table #3 for the number of people employed in certain sectors.
- Try to guess what "sector" means. _____

TABLE #3

CANADA'S CHANGING JOB PICTURE

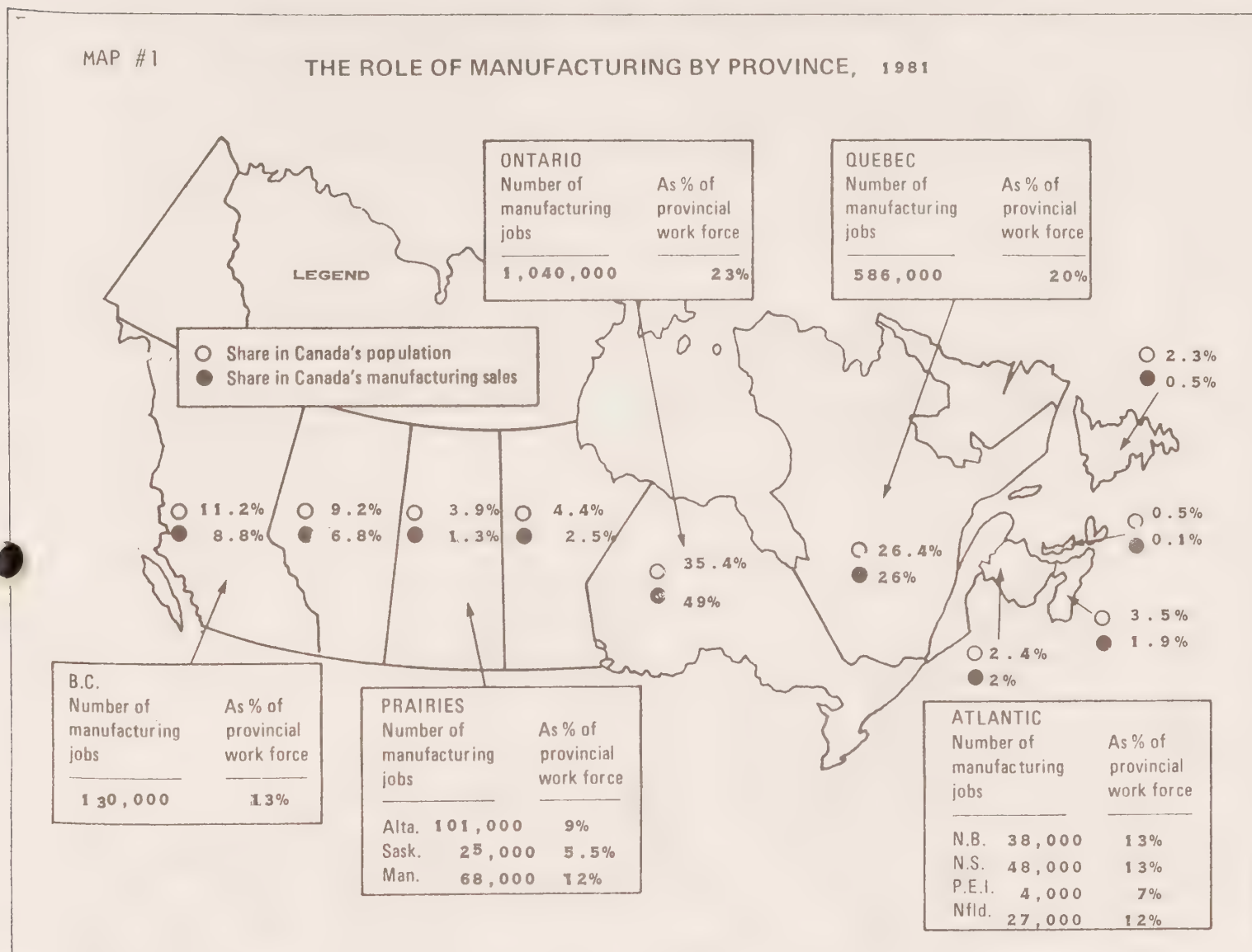
SECTOR		PERCENTAGE OF TOTAL EMPLOYMENT			
		1951	1971	1978	1982
1.	AGRICULTURE	18.4%	6.3%	4.7%	4.1%
2.	NON-AGRICULTURAL PRIMARY INDUSTRIES	4.4%	2.8%	2.6%	2.3%
3.	MANUFACTURING	26.5%	22.2%	19.6%	17.4%
4.	CONSTRUCTION	6.8%	6.2%	6.3%	5.1%
5.	TRANSPORTATION, COMMUNICATIONS, STORAGE AND OTHER UTILITIES	8.8%	8.7%	8.6%	8.5%
6.	TRADE	14.1%	16.5%	17.4%	17.9%
7.	FINANCE, INSURANCE AND REAL ESTATE	3.0%	4.8%	5.5%	5.4%
8.	COMMUNITY, BUSINESS AND PERSONAL SERVICE	18.0%	26.1%	28.2%	31.8%
9.	PUBLIC ADMINISTRATION & DEFENCE	----	6.6%	7.1%	7.2%
10.	TOTAL NUMBERS OF JOBS (IN THOUSANDS)	5097	8079	9972	10,249

Source: Statistics Canada - Labour Force Annual 1982

- List the first three sectors in order of largest to smallest employer.
- Use the most recent statistics.
 1. _____
 2. _____
 3. _____

The Manufacturing Industry and Population

- Look at the map below for the role of manufacturing in each province.
- Find the legend on the left side of the map.



Source: *Financial Post*, December 17, 1977 - Updated from Statistics Canada

- Answer these questions.

1. What two provinces produce more than 70% of the manufactured goods in Canada?

PROVINCES

% of Manufactured Goods

2. What do you notice about the population figures for these two provinces?

"One Industry Towns" and Unemployment

In the early 1980's manufacturing in certain key industries started to drop: transportation equipment (cars, trucks, aircraft, etc.) and metals production (steel and nickel). For cities that depended totally on one of these industries unemployment is still a major problem.

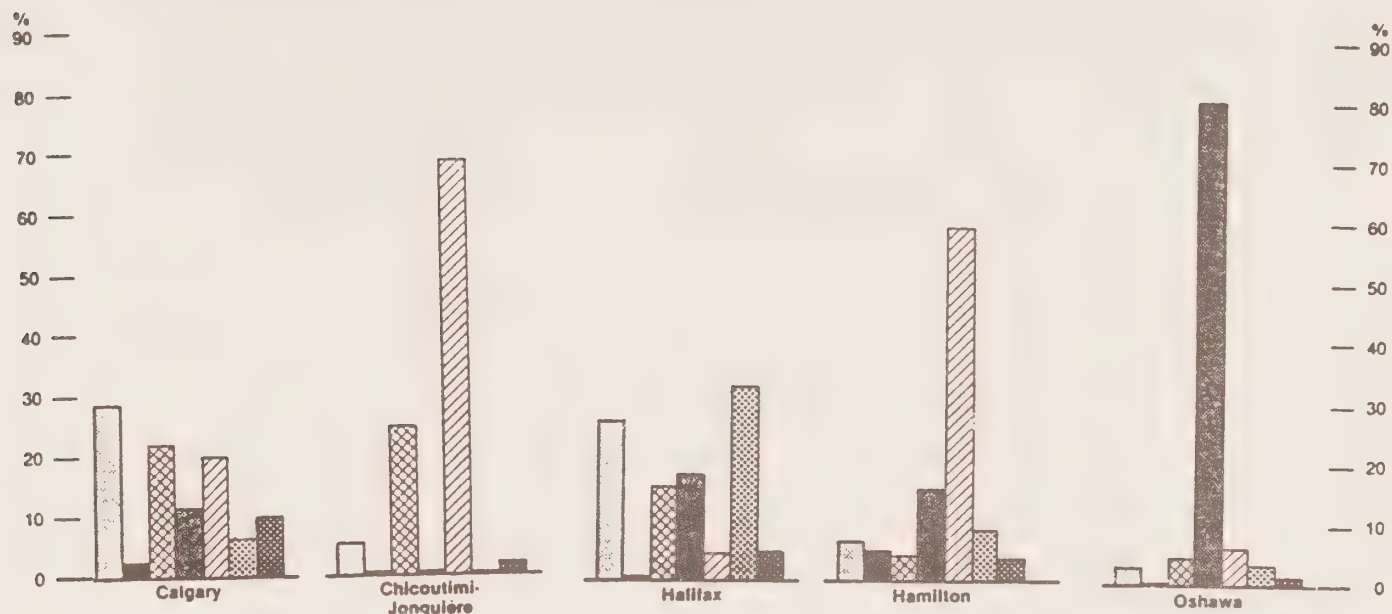
- Write the names of a few cities that have high unemployment because they are "one industry towns".

- Use Graph #2 on Worksheet #10-A to check your ideas.
- Read the legend and find transportation equipment and primary metals.



Graph #2

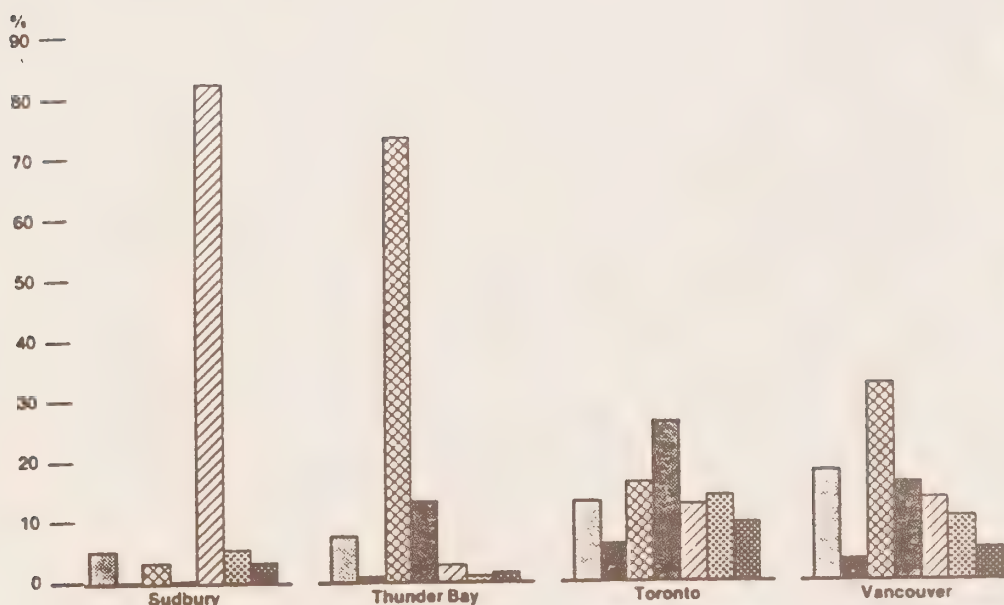
Distribution of Industrial Activity* by Industry Grouping within Census Metropolitan Areas, 1979



LEGEND →

Industry groupings — Groupes d'industries

- Food and beverage and tobacco products industries.
Aliments et boissons, et tabac.
- Leather, textile, knitting mills and clothing industries.
Cuir, textile, bonneterie et industries de l'habillement.
- Wood, furniture and fixtures, paper and allied and printing, publishing and allied industries.
Bois, meubles et articles d'ameublement, papier et activités connexes, imprimerie, édition et activités connexes.
- Machinery, transportation equipment and electrical products industries.
Fabrication de machines, matériel de transport et produits électriques.
- Primary metal and metal fabricating industries.
Première transformation des métaux et fabrication de produits en métal
- Rubber and plastic products, petroleum and coal products and chemical products industries.
Caoutchouc, produits en plastique, produits du pétrole et du charbon, produits chimiques.
- Non-metallic mineral products and miscellaneous manufacturing industries
Produits minéraux non métalliques et industries manufacturières diverses



MIGRATION IN CANADA

Canadian citizens and residents are free to migrate or move from one province to another in search of jobs and a higher standard of living.

- Think about the industries and cities that have high unemployment figures.

- Answer these questions.

1. What provinces do you think people moved away from?

2. What provinces did people go to? Why?

- Check your ideas with Table #4 below.
- Read down the column, Interprovincial Migration - Net, which is the 6th. column on the table.

INTERNATIONAL AND INTERPROVINCIAL MIGRATION IN CANADA, JUNE 1981 - MAY 1982

PROVINCE	INTERNATIONAL MIGRATION			INTERPROVINCIAL MIGRATION			TOTAL NET MIGRATION
	IMMIGRANTS	EMIGRANTS	NET	IN	OUT	NET	
NEWFOUNDLAND	435	932	-497	11,237	15,283	-4,046	-4,453
PRINCE EDWARD ISLAND	139	200	-65	4,421	5,050	-629	-694
NOVA SCOTIA	1502	1,375	127	22,758	23,224	-466	-339
NEW BRUNSWICK	945	1,123	-178	19,031	19,931	-900	-1,078
QUEBEC	23,084	21,343	1,741	26,920	50,211	-23,291	21,550
ONTARIO	57,449	32,493	24,956	97,976	106,829	-8,853	16,103
MANITOBA	5,185	1,545	3,640	28,635	30,836	-2,201	1,439
SASKATCHEWAN	2,318	1,397	921	28,672	26,584	2,088	3,099
ALBERTA	20,364	3,621	16,743	113,345	81,285	32,060	48,803
BRITISH COLUMBIA	21,939	9,704	12,235	68,547	62,418	6,129	18,364
YUKON	91	88	3	2,640	2,441	199	202
NORTHWEST TERRITORIES	96	81	15	4,262	4,352	-90	-75
CANADA	133,543	73,902	59,641	428,444	428,444	0	59,641

Source: Statistics Canada



Canada's Exports and Imports

- Read Table #5, Imports

TABLE #5

IMPORTS AMOUNT BILLIONS			
1.	COFFEE, COCOA, TEA	\$0.6	
2.	ANIMALS AND OTHER FOODS	3.2	
3.	CARS, BUSES, TRUCKS, PARTS	13.4	
4.	OFFICE MACHINES	1.1	
5.	MACHINERY	5.8	
6.	EQUIPMENT AND TOOLS	\$3.1	
7.	PETROLEUM	3.5	
8.	PERSONAL AND HOUSEHOLD ITEMS	2.2	
9.	TRANSPORTATION EQUIPMENT	3.1	
10.	METALS AND MINERALS	1.1	

Source: *Statistics Canada*

- Ask the other members of your group for information about exports to fill in the charts below.
- Categorize the products. Follow the example the teacher demonstrated.

PRODUCTS
For Export Only

PRODUCTS
For Import Only

PRODUCTS BOTH
Exported and Imported

- Find the products which are both exported and imported. Write them under the first column.
- Decide if there is a balance or a deficit (+) or (-).
- Follow the first example.

Product

Export Revenue

Import Costs + or -

Animals and other food
products

3.4 billion

3.2 billion +

Canada's Exports and Imports

TABLE #6, EXPORTS

EXPORTS AMOUNT MILLIONS			
1. WHEAT	\$1.9	6. LUMBER	3.2
2. ANIMALS & OTHER FOODS	3.4	7. OIL & GAS	3.8
3. CARS, BUSES, TRUCKS, PARTS	12.5	8. NEWSPRINT	2.9
4. WOOD PULP	2.2	9. TRANSPORT- ATION EQPT.	1.8
5. MACHINERY	2.1	10. METALS & MINERALS	4.0

Source: *Statistics Canada*

- Ask the other members of your group for information about exports to fill in the charts below.
- Categorize the products. Follow the example the teacher demonstrated.

PRODUCTS
For Export Only

PRODUCTS
For Import Only

PRODUCTS BOTH
Exported and Imported

- Find the products which are both exported and imported. Write them under the first column.
- Decide if there is a balance or a deficit (+) or (-).
- Follow the first example.

<u>Product</u>	<u>Export Revenue</u>	<u>Import Costs</u> + or -
Animals and other food products	3.4 billion	3.2 billion +

FOREIGN OWNERSHIP OF CANADIAN INDUSTRIES

- Read over Table #8.
- Write one product that the company manufactures or a natural resource that the company uses.

TABLE #8

RANK BY SALES	COMPANY	PERCENTAGE OF FOREIGN OWNERSHIP	MAJOR OWNERS	PRODUCTS/RESOURCES
2	GENERAL MOTORS	100%	GMC/USA	
3	IMPERIAL OIL LTD.	76%	EXXON CORP/USA	
6	FORD MOTOR COMPANY	92%	FORD/USA	
7	ALCAN ALUMINUM	52%	USA 53%/OTHER 8%	
8.	SHELL CANADA	79%	ROYAL DUTCH NETHERLANDS	
9.	GULF CANADA	60%	GULF/USA	
10.	TEXACO	90%	TEXACO/USA	
15.	MASSEY FERGUSON	67%		
20.	CANADA SAFEWAY	96%	SAFEWAY/USA	
24.	TOTAL PETROL.	78%	CIE FRANCAISE DE PETROLES FRANCE CHRYSLER/USA	
42.	I.B.M. CANADA	100%	I.B.M./USA	
46.	CANADIAN ULTRAMAR LTD.	100%	ULTRAMAR/ENGLAND	
47.	CANADIAN GENERAL ELECTRIC	92%	GENERAL ELEC/USA	
49.	F.W. WOOLWORTH	100%	WOOLWORTH/USA	

Source: *The Financial Post* 500, *The Financial Post* June, 1982¹

- Check the companies that are 80-100% owned by foreign interests. Answer this question.

Are any of them in industries which have high levels of unemployment?

SELF-ASSESSMENT FORM

Decide how well you can use the English you have learned:

	Easily	With Some Difficulty	With Great Difficulty	Not At All
1. I can describe the physical environment of a place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can talk about the climate in different regions of Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the products that come from different regions in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can mention some of Canada's natural resources and the regions they come from.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can find information on tables/charts/graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can use the maps on the folder, <u>A LOOK AT CANADA</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can understand important information on the maps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can answer all the questions on Worksheet #3 in the geography unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can read and say large numbers such as 787,640.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can read and say percentages such as 95%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I can state my likes and dislikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can ask other people for their preferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can agree and disagree with other people's opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can ask for clarification when I am not certain what was said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can correct my own answers with an answer sheet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Decide how well you can use the English you have learned:

	Easily	With Some Difficulty	With Great Difficulty	Not At All
16. I can help other people correct their answers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can ask for help if I can't understand instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I can explain instructions to someone else who is having a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I know the meaning of these words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES

NO

PRAIRIES

—

—

MARITIMES

—

—

INDUSTRY - INDUSTRIAL

—

—

PRODUCE - PRODUCT

—

—

MANUFACTURE - MANUFACTURING

—

—

MINES - MINING

—

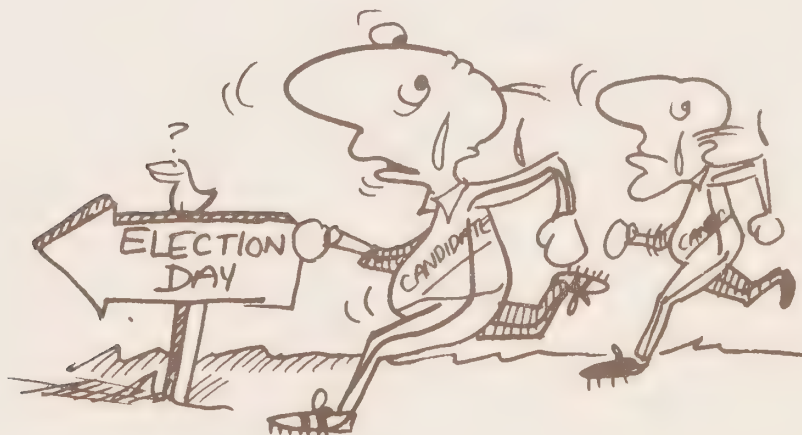
—

THE POLITICAL SYSTEM IN CANADA

See how much you already know about the political system in Canada.

- Answer the following questions by checking off true or false.
- Use the answer sheet to correct your work.

	<u>TRUE</u>	<u>FALSE</u>
1. All residents of Canada can vote in the federal and provincial elections.	<input type="checkbox"/>	<input type="checkbox"/>
2. You have to be 18 to vote in federal elections.	<input type="checkbox"/>	<input type="checkbox"/>
3. Canada has only one political party.	<input type="checkbox"/>	<input type="checkbox"/>
4. You have to belong to a political party to vote.	<input type="checkbox"/>	<input type="checkbox"/>
5. You can only vote for the candidates in your district.	<input type="checkbox"/>	<input type="checkbox"/>
6. All candidates who run in elections must belong to political parties.	<input type="checkbox"/>	<input type="checkbox"/>
7. Only citizens can vote in federal elections.	<input type="checkbox"/>	<input type="checkbox"/>
8. Only citizens can vote in provincial elections.	<input type="checkbox"/>	<input type="checkbox"/>
9. In Ontario some non-citizens can vote in municipal elections.	<input type="checkbox"/>	<input type="checkbox"/>
10. You vote directly for the Prime Minister of Canada.	<input type="checkbox"/>	<input type="checkbox"/>



ANSWER SHEET (One for each group)

1. False Only citizens can vote in federal and provincial elections.
2. True
3. False Canada has a multi-party system at both the federal and provincial levels.
4. False You are free to join a political party or not. It does not affect your right to vote as a citizen.
5. True You vote for the representatives in your district. If you live in Metro Toronto you cannot vote for a candidate in Sudbury.
6. False Candidates can run with the support of a political party or as an individual. This is called running as an independent candidate.
7. True
8. True
9. True In Ontario British subjects can vote in municipal elections.
10. False You vote only for the representatives of your area, not directly for the Prime Minister or the Premier.

VOTING

- Look over the steps in the voting process (below). They are not in order.
- Decide what the correct order is.
- Write #1 next to the first step and continue through to #8.

_____ Make sure your name is on the voter's list.

_____ Your secret ballot is put in the ballot box.

_____ You vote by secret ballot.

_____ Enumerators visit your home.

_____ The ballots are counted and the results are announced.

_____ Enumerators put your name down on a list of eligible voters.

_____ On the ballot mark an "X" after the name of the person you want to vote for.

_____ On election days go to the polling station and get a ballot.

- Check your order with the picture story on Page 13 in THE CANADIAN CITIZEN
- Compare these steps to those in your discussion.
- Find one step that is missing _____.

NOTE: You will be using THE CANADIAN CITIZEN throughout this unit.
ALL PAGE NUMBERS REFER TO THIS BOOKLET.

Vote in Your District

- Turn to page 7 and read the first section.
YOU VOTE FOR SOMEONE TO REPRESENT THE AREA WHERE YOU LIVE.
- Answer the following questions on vocabulary.

1. What three words all have the same meaning?

2. What do all these words mean? Check the best definition.

- _____ a) City or town
- _____ b) A section of a city or rural area that includes
a certain number of residents.
- _____ c) The boundary between provinces.

- Check your answers with the other members of your group.

The Responsibilities of Each Level of Government

The municipal, provincial and federal governments all have their own areas of responsibility.

- Decide which level of government takes prime responsibility for the items listed below.
 - Write them under the correct category on Chart #1.
- | | |
|---------------------------|--------------------------|
| - citizenship | - national economy |
| - local streets | - recreation |
| - highways | - unemployment insurance |
| - garbage | - defence |
| - hospitals & health care | - foreign policy |
| - education | |

CHART #1

RESPONSIBILITIES OF EACH LEVEL OF GOVERNMENT

Municipal	Provincial	Federal

- Turn to page 6 and check your answers under the section, EACH LEVEL OF GOVERNMENT HAS ITS OWN RESPONSIBILITIES.

- Read over the additional items on the chart below.
- Decide which level or levels of government would be responsible in situations 1-10.

Municipal	Provincial	Federal
Local Parking and Traffic Property Taxes Snow Removal	Rent Review Natural Resources Labour Relations Culture/Arts Job Creation	Environment Immigration Transportation (airports, trains) Job Creation Culture/Arts

Level(s) of Government Responsible

- Sponsoring a relative to immigrate to Canada. _____
- Parking problems in a neighbourhood _____
- Providing heritage languages in school _____
- Giving money for a small theatre in a neighbourhood. _____
- Certifying a union at a workplace. _____
- Opposing a big rent increase. _____
- Allowing people to pay extra money above OHIP for specialists. _____
- Providing better hospital service. _____
- Allowing more refugees to come to Canada. _____
- Cleaning up pollution in Lake Ontario. _____

Canada's Form of Government

The form or parts of the government at the federal and provincial are very similar.

- Fill in Chart #3 below with the information on page 6.
- Put a dash (-) if there is no information available or if the category does not apply.

FEDERAL AND PROVINCIAL PARLIAMENTS

CHART #2

	Federal Name	Provincial Name	Elected Yes- No	Function Jobs
<u>Head of State</u>				
<u>House of Commons</u>				
<u>Senate</u>				

- Check your answers with the other members of your group.

Political Parties in Canada

- Turn to page 7 and read the second section, MOST POLITICIANS BELONG TO POLITICAL PARTIES.
- Choose the correct meaning of the vocabulary words below.

1. Policy

- A contract with an insurance company.
- A party's statement on a certain issue.
- Laws that the police enforce.

2. Political Platform

- The stage for a politician to speak on.
- The government's policy.
- A statement of the ideas of a particular party.

3. Campaign

- Television interview
- Process of advertising candidates and their policies before an election.
- An event to raise money for an organization.



The Power of the Party

The party who has the most representatives in the House of Commons becomes the party in power.

- Complete Chart #3 by reading the first three sections on page 8.
- Read over the headings of each section.
- Locate the words in dark type to help you find the information you need.

CHART #3

POSITION	COMES FROM THE PARTY IN POWER			THE READING GIVES THE INFORMATION	
	YES	NO	DON'T KNOW	YES	NO
PRIME MINISTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINISTERS - FEDERAL CABINET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PREMIER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MINISTERS - PROVINCIAL CABINET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SENATORS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOVERNOR - GENERAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LIEUTENANT - GOVERNOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our Current Governments

Vocabulary: majority and minority governments

- Decide if #1 and #2 below are majority or minority governments.

#1

70%	20%	10%
P	P	P
A	A	A
R	R	R
T	T	T
Y	Y	Y
A	B	C

What type of government is this?

#2

40%	45%	15%
P	P	P
A	A	A
R	R	R
T	T	T
Y	Y	Y
A	B	C

What type of government is this?

- Look at the figures below for the federal and provincial governments.
- Decide if they are majority or minority governments.
- Write the name of the party in power.

Current Federal Parliament 19

Liberal _____
New Democratic Party _____
Progressive Conser-
vative _____
Social Credit _____

Majority _____
Minority _____

Party in Power _____

Current Provincial Parliament 19

Liberal _____
New Democratic Party _____
Progressive Conser-
vative _____

Majority _____
Minority _____

Party in Power _____



THE OPPOSITION

- Read the last section on page 8, OPPOSITION PARTIES CRITICIZE GOVERNMENT PROPOSALS.
- Answer the following questions:
 1. What is the main function of the opposition parties?
 2. In the examples on Worksheet #7 which of the parties is the official opposition? Write 'official opposition' next to the name of the party in all three examples.

DIAGRAMS OF FEDERAL AND PROVINCIAL PARLIAMENTS

The diagram on page 9 is a map of the federal parliament.

- Make a similar diagram for the provincial government.
- Look back to Worksheet #7 to find the total number of representatives at the provincial level.

NOTE:

WHEN YOU READ THE DIAGRAM, START AT THE BOTTOM AND FOLLOW THE ARROWS.

The Parties' Policies and Promises

In October 1982 the Ontario government held a special election in the riding of York South. An NDP member of Parliament had decided to leave politics so his "seat" in the government was open.

- Read over the policies and promises in examples #1, #2, and #3. They are from the brochures of the three official parties.
- Check the party you think they belong to in Chart #4.

EXAMPLE #1

**"THE DIFFERENCES ARE CLEAR.
OUR CANDIDATE STANDS FOR HOLDING
THE LINE ON TAX AND PRICE INCREASES.
OUR CANDIDATE WILL FIGHT FOR LOWER
PROPERTY TAXES...WILL FIGHT AGAINST
WASTEFUL GOVERNMENT SPENDING...
WILL FIGHT FOR YOUR INTERESTS.**

EXAMPLE 2

New Priorities for Ontario.

More jobs

Jobs can be created now in housing, transit, energy and new technology. Jobs can be saved with interest rate

Lower property taxes

Cleaner industry

Because so much of our industry is close to where we

Help for seniors

Ontario's seniors deserve a better deal. Higher

Education for Ontario's future

The education system is letting young people down.

EXAMPLE 3

For the many thousands of people in York South who believe that the prime responsibilities of the Ontario Government are:

- to cut government spending
- to keep taxes down and
- to stimulate jobs in the private sector.

Chart #4

	<u>Liberal</u>	<u>Progressive Conservative</u>	<u>NDP</u>
Example #1	_____	_____	_____
Example #2	_____	_____	_____
Example #3	_____	_____	_____

Making Laws at the Federal Level

- Turn to page 10 and read the first section, HOW THE FEDERAL PARLIAMENT PASSES LAWS.
- Look at the diagram on page 11 while you read.
- Check your understanding of the vocabulary in this section by matching column A with column B.

COLUMN A

- a) bill
- b) readings
- c) Parliamentary Committee
- d) approve a bill
- e) defeat a bill
- f) an act

COLUMN B

- _____ presentations
- _____ small groups of members
of Parliament
- _____ proposed law
- _____ signed bill or law
- _____ vote against a bill
- _____ vote in favour of a bill

Making Laws at the Provincial Level

- Read the second section of page 10, HOW LAWS ARE PASSED IN PROVINCIAL PARLIAMENT
- Answer the following questions:

1) What two changes would you make to the diagram on page 11 to match what you have read about provincial parliament?

2) The public can participate in the making of laws in the House of Commons (not the Senate). Where do you think the public can talk about their opinions of a bill? Use the diagram on page 11.

CASE STUDY #1

Bill 163, An Act to Reform the Law Respecting Residential Tenancies

Vocabulary

You know the meanings of "residents" and "tenants". What does the new Act refer to: _____

- Decide on the correct procedure for the following steps in passing a bill and number them 1-7.

____ Second reading - March 6, 1979

____ Signing of Bill by the Lieutenant-Governor and making it an Act, August 1979

____ First reading - March 6, 1979

____ Frank Drea, Minister of Consumer and Commercial Relations, presents bill

____ Brief statements about the Bill made to committee by tenants, associations, landlords' associations, lawyers and individuals

____ Bill is changed after hearing from the public

____ Third reading - June 21, 1979

- Answer the following question:

At what stage of the process can individuals and groups tell the members of Parliament what they think about a particular bill?

CASE STUDY #2

In June, 1982 the Federal government was considering Bill C-133, The National Training Act. One part of this bill referred to the Manpower training programmes that many immigrants are able to take advantage of - programmes like English as a Second Language, Basic training and Skills Development and technical skill courses. The new bill did not specifically mention immigrants or English courses for immigrants. The teachers of these English courses decided that they wanted to make comments and suggestions to improve the bill.

- Give some ideas about the action you think they took.
- Choose a recorder to write down the ideas and to present them to the whole class during the discussion.

SELF-ASSESSMENT FORM

- Decide how well you can use the English you have learned:

	Easily	With some difficulty	With great difficulty	Not at all
1. I can talk about ways of participating in the political system in Canada.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can describe the voting process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can talk about the political parties in Canada - their names, their leaders and the parties in power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I can pronounce the names of the parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I can pronounce the names of the leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can understand important information in the booklet, <u>The Canadian Citizen</u> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I know all the names of my representatives and the government leaders on page 14 in <u>The Canadian Citizen</u> . Yes _____ No _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can pronounce their names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I know what words are difficult for me to pronounce. I can excuse my pronunciation, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can pronounce titles such as Prime Minister, Premier, MP, MPP, Mayor, Alderman.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can guess the meaning of words from the sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can ask for the definition of a word or phrase that I don't know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can explain the meaning of a word or phrase to someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unit 5: HOW to PARTICIPATE
WORKSHEET #13-A

12. I know the meaning of these words:

ELECT-ELECTION

YES

NO

CANDIDATE

BALLOT

ENUMERATE-ENUMERATOR

CANVASS-CANVASSER

VOTE-VOTER

CAMPAIGN

RIDING

REPRESENTATIVE

POLICY

PRIME MINISTER

CABINET

MINISTERS

MP

MPP

FEDERAL

PROVINCIAL

MUNICIPAL

OFFICIAL OPPOSITION

MAJORITY

MINORITY

BILL

LAW

13. I know how to contact my

Municipal Representative

Trustee

MP

MPP

Final Worksheet
 Evaluation

1. Which section of the course gave you a lot of new information?

Introduction and Application Form _____
 History _____
 Geography _____
 How to Participate _____
 Visitor _____
 Field Trip _____
 Other Activity _____

2. Name one worksheet, exercise or class activity that you found:

enjoyable _____
 very important _____
 too difficult _____
 unnecessary _____

3. Have the citizenship course and the materials helped you:

learn more English?
 feel more confident about using English?
 learn more about Canada?

very much	a little	not at all

4. Would you recommend this citizenship course to a friend?

_____ Yes _____ No

5. How can we make this course better?

Telephone call for general information

1. Listen for receptionist's greeting

- Is it the right number?
- Did the receptionist put you on hold?

2. Introduce your request

- I'd like some information about _____.
- I'd like to know _____.

3. Asking for repetition/clarification

- Could you repeat the last part of what you said?
- I didn't get the last part of what you said.
- Could you repeat those numbers again?
- I'm sorry. I missed the last part of what you said.
I missed the numbers you gave me.
- Can I have that telephone number again?

4. Asking for spelling

- How is that spelled?
- Could you spell that?

5. You can repeat the telephone numbers/names/spellings/figures

To check your information:

- That number is 686-5927.
- That's William Davis. D-A-V-I-S.

6. Expressing thanks

- Thanks very much.
- Thanks for your help.

Interviewing on the telephone

1. Asking for the contact person

- I'd like to speak to _____.

2. Listen for the receptionist's answer -

- Can you speak with the person?
- Did the receptionist put you on hold?
- Do you have to call back later?
- Will the contact person call you back?

3. Introducing yourself to the contact person

- Hello, my name is _____ and I'm from _____.

4. Introducing your request

- I'd like some information about _____. Do you have a few minutes now?
- Would you have a few minutes to answer some questions about _____?
- I was told you'd be able to answer some questions about _____.

5. Beginning the questioning

- Could you tell me _____?

6. Asking for explanation/repetition/clarification

- Could you explain that a bit more, please?
- Could you give me some details about _____?
- Could you repeat the last part of what you said?
- I'm sorry. I missed that (or) I missed the numbers you gave me.

7. Expressing thanks

- I think I've got all the information I need. Thank you so much for taking the time to talk to me.
- Thank you very much for the information. I appreciate your help.

Interviewing in person

1. Asking for the contact person

- We're from _____ and we have an appointment with _____.
- We're from _____ and we'd like to see _____.
We have an appointment at _____ (time) _____.

2. Introducing yourself and the other participants

- Hello, my name is _____ and this is _____
(names of other participants) _____. Thank you for
taking the time to see us.

3. Beginning the questioning

- Could you tell us _____?

4. Asking for more explanation/repetition/clarification

- Could you explain that a bit more, please?
- I'm not quite clear about _____.
- Could you repeat the last part of what you said?
- I'm sorry. I missed that.
- I didn't get those numbers.

5. Ending the questioning

- The last question is _____.
- I think we have all the information we need now.

6. Expressing thanks

- We'd like to thank you for taking the time to see us.
- We really appreciate your help. Thank you very much.

Monitoring a personal interview

You are going to observe the language used by the other participant(s) and by the contact person. Study this sheet before you go to the interview. At the interview write the answers to the following questions:

1. How did the contact person respond to your introduction?
How did she/he invite your questions?
2. Did the contact person interrupt for...
 - repetition (write down what she/he said)
 - clarification
 - spelling
3. Did the contact person rephrase a question asked by the participant?
 - original question by participant _____

 - rephrased question _____

4. How did the contact person accept your thanks? What did she/he say at the end of the interview?
5. Did the contact person speak more slowly than usual _____?
more loudly than usual _____?
6. Did the participants get all the information that was necessary?
If not, why not?
7. Your comments: _____

Monitoring a taped conversation

1. How did the contact person respond to your request for information?
(Write down what she/he said)
2. Did the contact person interrupt you for:
 - repetition (write down what she/he said)
 - clarification
 - spelling
3. Did the contact person rephrase a question that you asked?
 - your question
 - rephrased question (Mark the corrections)
4. How did the contact person accept your thanks? What did she/
he say at the end of the conversation?
5. Did the contact person speak more slowly than usual _____?
more loudly than usual _____?
6. Did you get all the information you needed? If not, why not?
7. Your comments: _____

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